

ANNUAL REPORT

University of Massachusetts  
at Boston

July 1, 1974 - June 30, 1975



# Summary of State Funding by Subsidiary Accounts

Subsidiary Account	Fiscal 1974 Expenditures	Fiscal 1975 Expenditures
01 Salaries, Permanent	\$10,520,300	\$13,043,311
02 Salaries, Other	96,400	100,000
03 Services, Non-employee	1,345,800	1,402,000
04 Food	.	2,456
05 Clothing	6,100	7,000
06 Housekeeping Supplies	3,000	20,436
07 Lab and Medical Supplies	3,500	4,877
08 Utilities	1,184,000	2,080,000
09 Farm and Grounds	100	20,000
10 Travel	55,900	70,000
11 Advertising and Printing	31,000	61,000
12 Maintenance and Repairs	97,900	355,000
13 Special Supplies	1,010,900	443,000
14 Administrative Expenses	232,000	353,000
15 Equipment	59,300	302,900
16 Rentals	1,213,900	250,000
	\$15,860,100	\$18,514,980



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# Summary of Non-State Funds by Cost Element

Description	Fiscal 1974 Expenditures	Fiscal 1975 Expenditures
Salary and Wages	\$1,350,000	\$1,582,730
Services	80,000	481,140
Travel	15,000	31,700
Advertising & Printing	5,800	21,500
Maintenance & Repairs	1,100	1,800
Supplies	65,000	67,230
Administrative Expenses	205,000	116,900
Equipment	3,500	3,200
Rental	3,300	113,500
Miscellaneous	55,000	
Unallocated	889,600	1,464,506
	\$2,673,300	\$3,884,206



# PERSONNEL

## Faculty

	<u>Fall, 1973</u>	<u>Fall, 1974</u>
<u>Full Time</u>		
Professors	67	62
Assoc. Professors	107	114
Asst. Professors	138	150
Instructors	52	45
Lecturers	<u>10</u>	<u>8</u>
Total Full Time	374	379
 <u>Part Time</u>		
Professors	1	2
Assoc. Professors	6	4
Asst. Professors	21	18
Instructors	19	10
Lecturers	<u>104</u>	<u>95</u>
Total Part Time	151	129
<u>Total Faculty</u>	<u>525</u>	<u>508</u>

## Professional Staff

Chancellor	1	1
Vice Chancellor	3	3
Dean	3	4
Director	3	1
Assoc. Dean	3	1
Asst. Provost	1	---
Staff Administrator	14	7
Staff Associate	33	34
Staff Assistant	46	49
Engineer-Construction	2	2
Supt. Bldgs. & Grounds	1	1
Professional Tech.	4	4
Librarian I	12	13
Librarian II	5	8
Librarian III	4	3
Librarian IV	1	2
Library Director	<u>1</u>	<u>1</u>
 <u>Total Professional Staff</u>	<u>137</u>	<u>134</u>





Classified Staff

Fall, 1973

Fall, 1974

03	14	10
04	10	11
05	16	4
06	69	60
07	61	62
08	8	15
09	51	62
10	42	8
11	33	66
12	13	26
13	7	20
14	10	12
15	1	2
16	2	5
18	<u>---</u>	<u>1</u>

Total Classified Staff

337

364

TOTAL PERSONNEL

999

1,006



MAJORS  
SEPTEMBER, 1973

MAJORS  
SEPTEMBER, 1974

Anthropology	86	113
Art	176	210
Biology	546	642
Chemistry	124	131
Classics	22	22
Economics	237	266
English	646	677
French	126	122
German	35	33
History	368	364
Italian	34	27
Mathematics	264	305
Music	74	109
Philosophy	47	60
Physics	47	56
Politics	321	344
Psychology	812	896
Russian	26	33
Sociology	616	687
Spanish	89	109
Theater Arts	32	78
TOTAL	4718*	5284*

\*does not include undeclared majors



Summer Session Enrollments

Undergraduate

	<u>Students Enrolled</u>	<u># of Sections</u>	<u>Course Registration</u>
1973	1,281	74	1,958
1974	1,729	93	2,663

Graduate

	<u>Students Enrolled</u>	<u># of Sections</u>	<u>Course Registration</u>
1973	12	3	30
1974	10	3	19

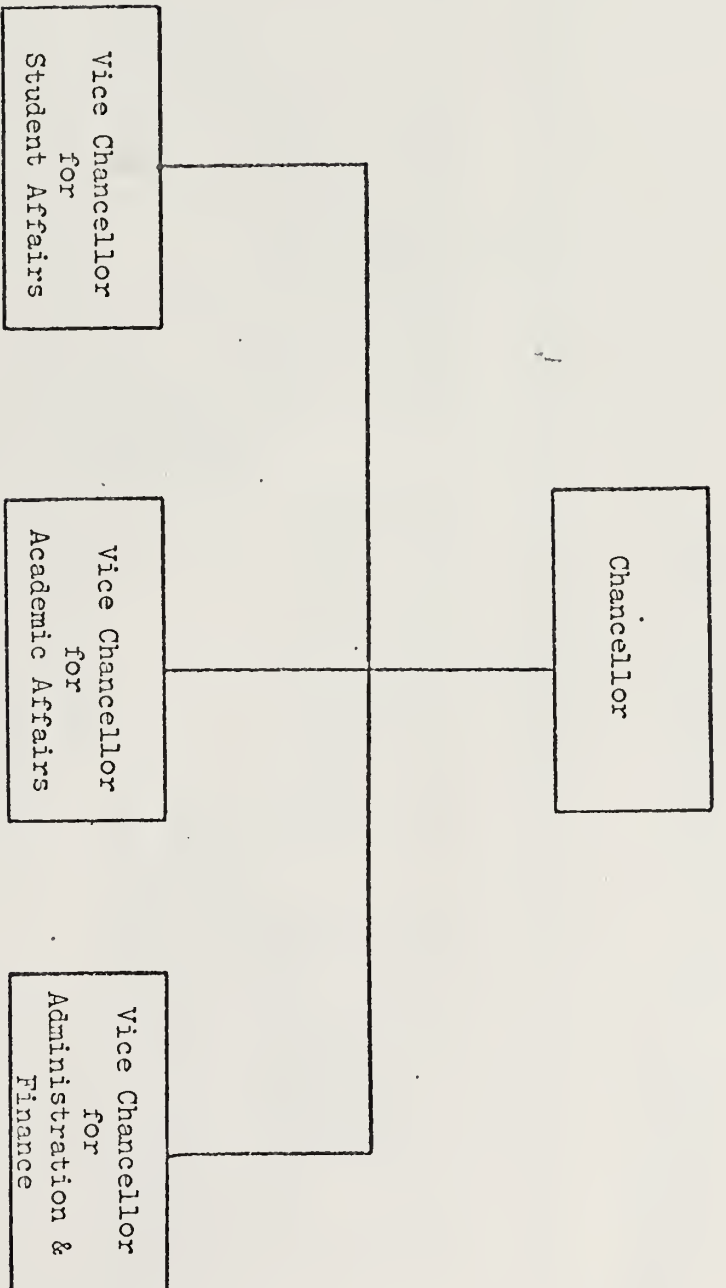


# Enrollments

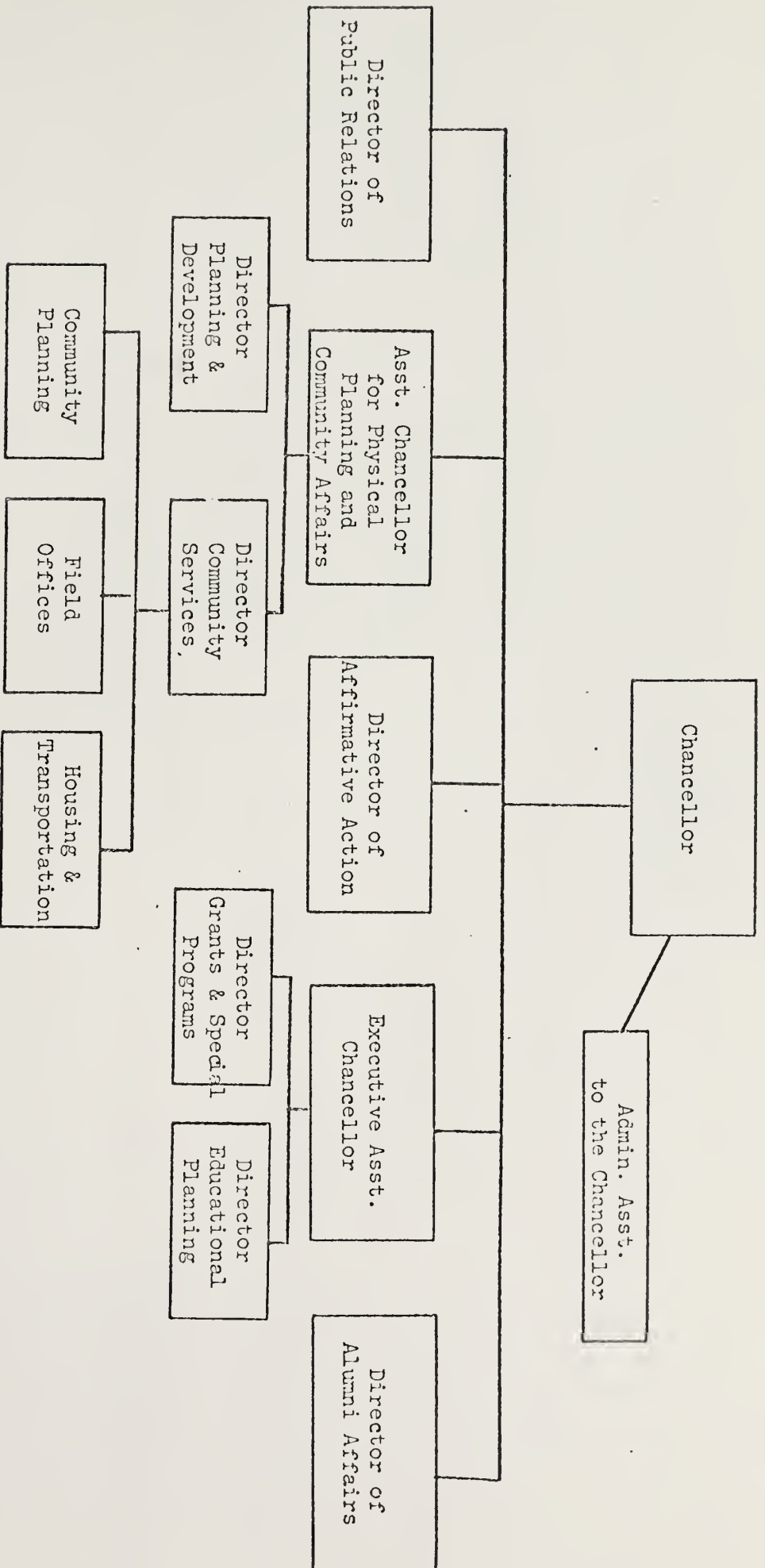
	Fall, 1973		Fall, 1974	
	Headcount Enrollments	FTE Faculty	Head Count Enrollments Per FTE Faculty	Head Count Enrollments Per FTE Faculty
Anthropology	1,023	13.2	1,021	70.41
Art	800	10.5	936	73.00
Biology	1,322	25.7	1,675	63.20
Chemistry	656	15.7	796	50.28
Classics	633	7.0	833	106.38
Economics	1,013	14.5	1,339	93.57
English	2,870	53.0	3,873	64.00
French	873	18.8	1,214	72.98
German	372	8.7	370	50.47
History	2,241	31.0	2,486	76.89
Italian	166	4.3	168	45.77
Mathematics	1,924	29.8	2,105	73.01
Music	606	7.3	828	110.40
Philosophy	593	8.7	766	105.94
Physics	1,075	14.7	1,581	97.59
Politics	1,034	14.8	1,145	78.37
Psychology	2,242	28.3	2,622	94.48
Russian	339	5.4	314	55.37
Sociology	2,037	27.3	2,245	85.81
Spanish	691	11.7	695	46.42
Theater Arts	300	4.2	379	61.52
College III			376	11.39



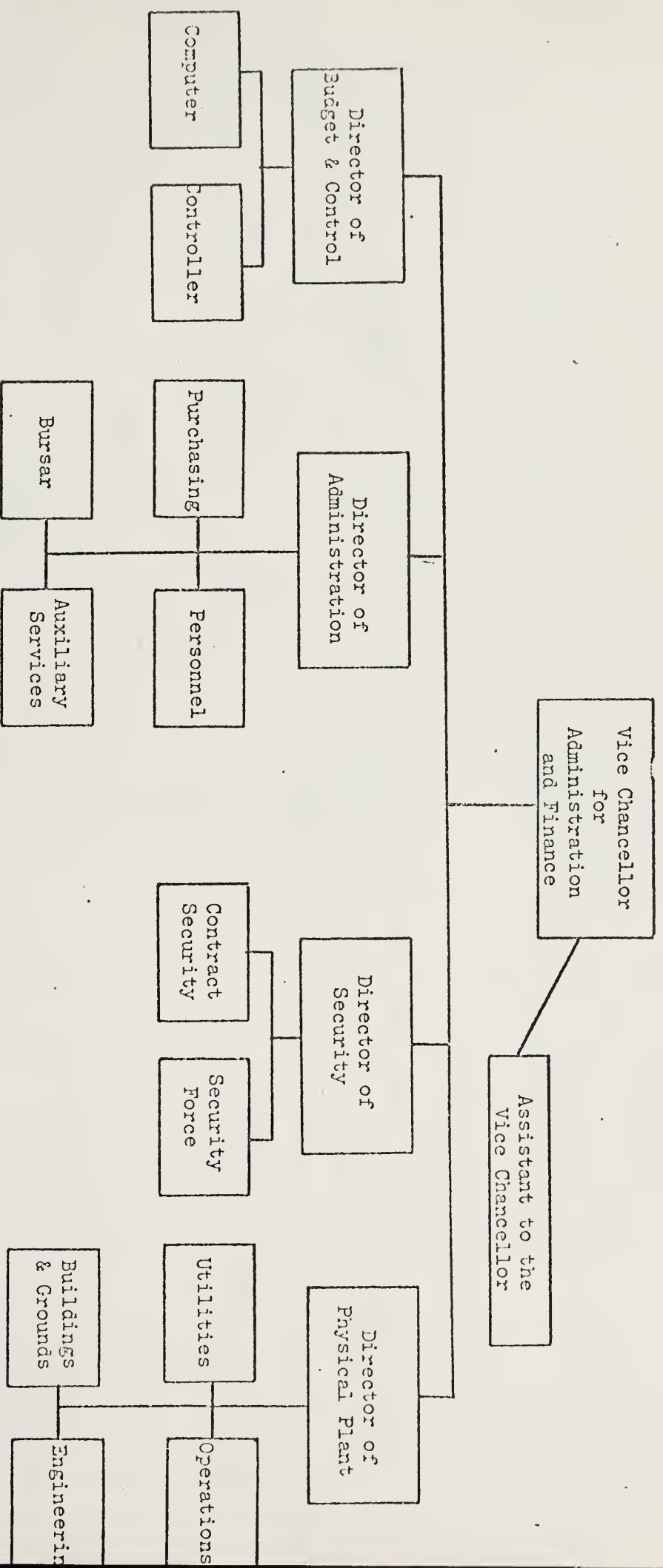




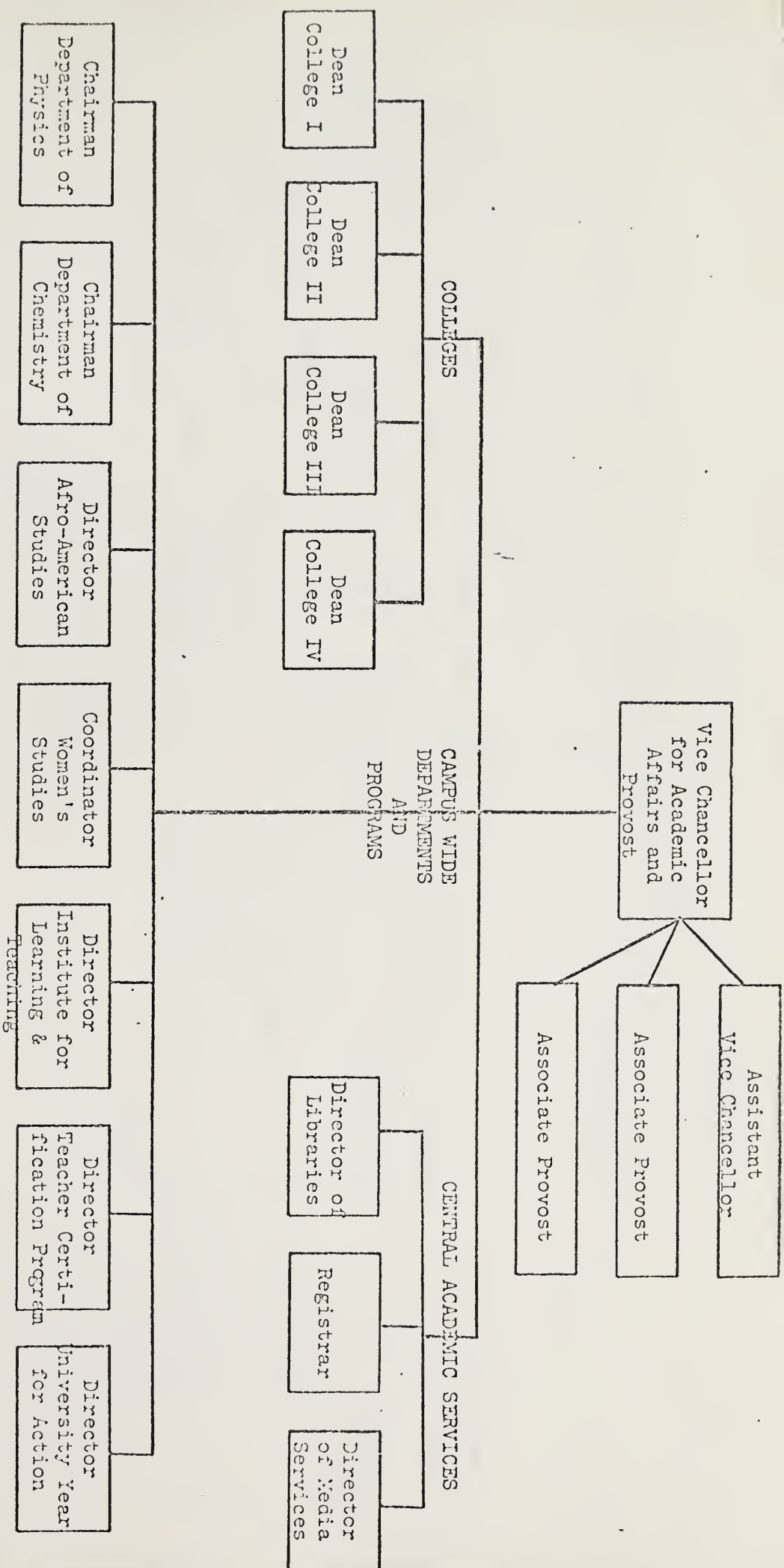






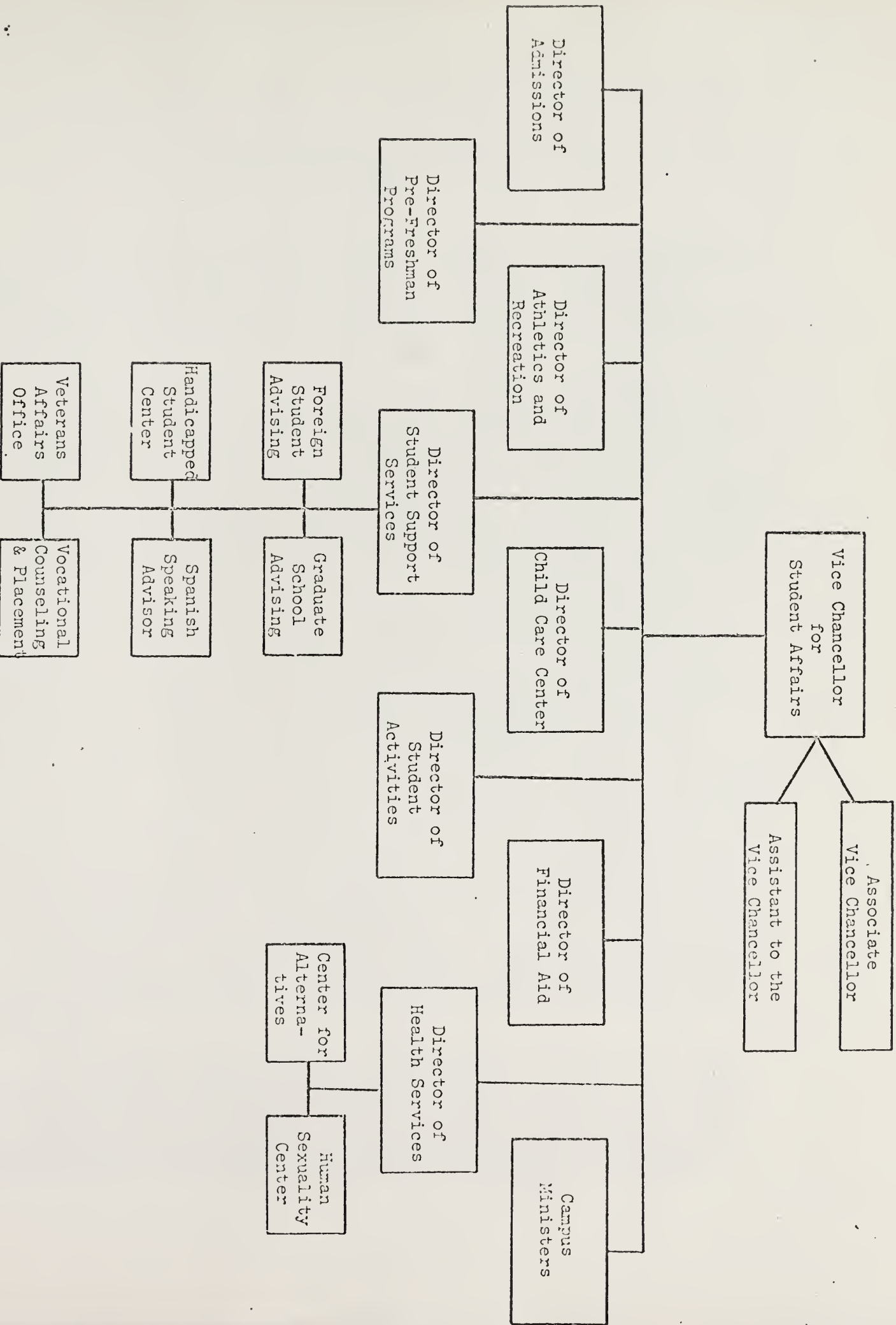














Annual Report, College I  
1974-1975

College I worked during the academic year 1974-75 to develop programs in the areas called for by the Collegiate Long-Range Planning Report, to evaluate and organize its internal use of resources in light of new pressures for accountability and in the light of a projected rollback of the College to an enrollment of 2500 students, and to improve the delivery of services in the areas of academic student support and tutorial help.

1. The College took a number of specific steps in enacting the recommendations of the Collegiate Long-Range Planning Report, as approved by the College in Spring, 1974. The report called for the establishment of Freshman seminars to augment and eventually to replace the primary Freshman English series of writing courses, and the College Senate appointed a committee to begin implementing that program. The report also called for a series of Interdisciplinary Freshman Courses; in addition to repeating its offering of the Interdisciplinary course in Law and Justice, the College offered new interdisciplinary courses in "Learning and Schooling" and in "Industrial Society". The report called for the establishment of new concentrations, especially in institutional and area studies; during the academic year 1974-75, the College I Senate approved four such concentrations, all of which had been in the planning stage for at least one year. Concentrations were approved in Law and Justice, in American Studies, in Latin-American Studies, and in Bio-Behavioral Studies. Such concentrations are taken by students in addition to their departmental major; they are administered by a Director and a faculty-student Committee; and they typically involve the offering of one or more general courses in the field of the concentration in addition to the relevant departmental courses taken by the student. In addition to approving these concentrations, the College expanded its offerings in the field of Asian Studies by adding instruction in Japanese and in intermediate Chinese, and by approving "Great Issues of East-Asia", to be first offered in Fall, 1975. The Law and Justice Committee of the College, with the support of various academic departments, prepared an extensive proposal for a large planning grant from the National Endowment for the Humanities. In addition, the Law and Justice program prepared an Interdisciplinary Course in Law and Justice to be taken by upperclassmen as an alternative to the double-credit Freshman course, which is designed to pay particular attention to the basic skills needs of Freshmen. The Law and Justice Program also continued to develop its special sequence of mini-courses.

The Long-Range Planning Report redefined the core curriculum of the College, so that each student is asked to take twelve courses from among six academic areas, with no more than three courses in any one area counting towards the total of twelve. The six areas are (a) "historical and cultural studies"; (b) "foreign languages"; (c) "the arts, philosophy, and literature"; (d) "mathematics, statistics, and computer language";



(e) "natural science"; (f) "social and behavioral science". The College Senate, on recommendation of a committee of department Chairpersons, approved a list of courses falling into each of these categories. The Long-Range Planning Report of the College also called for substantial reorganization and upgrading of the College's academic support and tutorial programs; the College's response to this mandate is discussed under student affairs (section four, below).

In response to the provisions of the New Directions Report of the Boston Campus, the College began working on the formulation of an extended-day or "evening" program. This program would involve offering, in the late afternoon and evening, courses, programs, and majors that already form part of the College's curriculum; thus the College would not develop a new program for evening students. The projected clientele for these offerings would include both regular students now enrolled in the College's day program and new students who might seek University courses offered in the evening. Basically, therefore, the evening program is a matter of scheduling courses in a different way, and the College's interest in the program derives from its concern for the effects of our present schedule, especially the tendency of students to take their courses during a block of time during the morning (8:00 am. to 12:30 pm) and to avoid courses in the late afternoon. The institution of an evening program will create two such blocks of time, and will allow the college to use its resources more effectively. Nonetheless, a variety of educational decisions must be made about the kinds of courses to be offered in the evening, their relation to core and major requirements, and their relation to the interest of students who might seek courses at that time. We also need to determine the appropriate critical mass of students for such a program to operate effectively. A committee of the College I faculty is presently considering these educational matters, as well as the ability of the collegiate departments to offer evening programs and courses. The Committee will make its decision in early Fall, 1975, and the program is scheduled to begin in Fall, 1976.

Thus the College has continued to develop in the directions proposed by the Long-Range Planning Report and by the "New Directions Report" of the University. But a major characteristic of that development has had to be some attention to the limitations of the College's resources and the consequent need for academic development that is not contingent on the availability of new faculty positions.

2. The College, like other administrative units of the University, faced new and increasing requests for accountability in its use of faculty resources; it faced the likelihood of significant rollback in its size, in accordance with trustee and university governance action; and it faced the possibility of significant stringency in its academic budget. In several ways the College, acting through its Dean and Department Chairpersons, sought to respond to these questions of resources.

The Dean and Department Chairpersons developed and approved policy recommendations concerning the appropriate course load reductions for various administrative and other duties performed by the faculty, a series





of recommendations that became the basis for Campus policy in this area. More significantly, the Chairpersons developed a series of guidelines governing rollback of faculty positions scheduled for the academic year, 1976-77. These guidelines seek to protect those programs that the College has just initiated, while at the same time protecting particularly heavily-enrolled departments from so high a student-faculty ratio as to affect adversely the quality of their offerings. The guidelines thus establish dual criteria of programmatic need and need generated by enrollment, and they place highest priority on preserving positions that are justified by both criteria. The implementation of these guidelines must be accompanied by a process wherein the use and scheduling of resources and the nature of the demands placed upon them are carefully monitored.

In a governance action related to the use of resources in the College, the College I Senate rejected a proposal of the Mathematics Departments of College I and II that they be allowed to reunite, to withdraw from the two liberal arts colleges, and to serve each of the various academic units of the University from an administratively centralized position. A similar request from the College I Biology faculty was denied when the College II Biology faculty rejected the proposal. These actions in Biology and Mathematics stabilize, for the time being, the departmental structure of the two colleges of liberal arts.

3. College I had this year the largest number of tenure recommendations in its history, and the quality of the candidates for tenure reflected the superior level of hiring possible in the late 1960's. Of the seventeen candidates for tenure, sixteen were recommended positively to the Dean's Office, and fourteen were recommended positively by the Dean, after consultation with an advisory committee of the faculty, to the Vice Chancellor for Academic Affairs. The College also made four recommendations for promotion to the rank of Professor and nine recommendations of promotion to the rank of Associate Professor.

Many of the positions becoming vacant in the College were frozen in order to effect budgetary savings, and hence were unavailable for recruitment and filling for the academic year 1975-76. But four positions were allocated to the College for the hiring of full-time faculty. These positions were used, in accordance with the guidelines developed by Department Chairpersons and the Dean, for departments with both programmatic need for the position and heavy student enrollments. In one case, that of Law and Justice, the position was used to establish directorship of a major new program which the College is actively developing. In addition to these four full-time positions, the College has used several partial positions to support heavily enrolled departments.

The College has been concerned that the effect of rollback and continued student pressure may seriously affect the ratio of students to faculty in the College. The College regards this as a serious matter, for the nature of its student body requires careful attention to the academic needs of individual students, especially in introductory courses. Student-faculty ratio will continue to be a matter of grave concern as the College enters a period of sharply reduced resources.





4. Academic Support Services, Tutorial, and other Student Support Services. College I commenced the academic year with the same staff in place that had worked as a team through 1973-74. Unfortunately we lost through advancement a valuable counselor in the Dean's Office, whose departure left void a position primarily used for the academic advising and counseling of minority students and students coming to the College through Special Admissions, VET Program, Prison Release, and pre-Freshman Programs.

Academic support programs initiated previously continued to grow along lines suggested by the College I Long-Range Planning document. The use of faculty released time for supervision of tutorial programs, training and selection of tutors, and "adjunct" support for specific courses was augmented slightly so that released time was deployed among the following departments: Economics, Biology, Sociology, English as a Second Language, Psychology, Academic Support, Anthropology, and Mathematics. Released time assistance was also available for Freshman English and one large introductory course, Psychology 101.

In addition to coordinating academic support efforts, staff of the Dean's Office devoted large portions of time to individual sessions with students experiencing reading problems and joined with the Biology Department to develop an academic support adjunct component for Introductory Biology, which will be carried on, it is hoped, the coming year by the Biology Department alone. Writing workshops were developed and offered in cooperation with the English Department.

For 1974-75, there was an increase of roughly 33% in funding of tutorial assistance over the previous year and a corresponding increase in demand for tutors. Such tutoring clearly creates its own demand somewhat, as is the case with psychological counseling. The College will be forced to accept a lesser level of funding in the next year and to devise more efficient systems for its use. To this end, the College contracted with the Institute for Learning and Teaching for an evaluation of the several forms tutoring takes in College I programs and courses. This report should be ready by August.

Several improvements were made in the academic advising processes of the College, but much remains to be done in this area. For the first time, students are required to declare their major by applying directly to the academic department they choose. Thus, the department not only has an accurate record, but it's able to assign students to advisors, and to be sure that vital information on the major is in the hands of the students. Upon recommendation of the College's Advising and Counseling Committee, departments will be asked to require majors to have student programs on file with the department.

The College has begun, with less than complete success, to arrange for new transfer students the same individual advising sessions prior to registration that are now provided for all incoming Freshmen. Matching of new students to "permanent" advisors, again on committee recommendation,



will be delayed until late September in order to allow students to request by name instructors they have come to know in classes.

In general, in the area of student academic support service, the College faced problems comparable to those in other areas: greater demand for expanded service in the face of likely budgeting stringency. And in this area, as in others, the College must carefully evaluate the effectiveness of its use of resources.



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Annual Report, College II  
1974-1975

Academic and Curricular Affairs

1. Humanities Program on Nantucket The first semester of the humanities program on Nantucket is now completed and the reports from both students and Islanders who participated are enthusiastic. The evaluation committee indicates that its reactions are "very strongly favorable" and its report will soon be forthcoming. The University presence on the Island is widely known and enthusiastically accepted.

Fifteen student participants for the Fall 1975 semester have been selected, and as a group are superior to those of last spring in terms of GPA and motivation for undertaking research projects on the Island. The Islanders, themselves, feel that the program has been so successful that they would like to see the University continue to make educational opportunities available there.

Although NEH suggested in its original grant award that it might be interested in providing additional funds for two more semesters, depending upon the demonstrated value of the present program, outside funding does not seem now to be likely. The University, therefore, will have to decide early in 1975-76 whether to underwrite continuation of this valuable program.

2. Center for Social and Evaluation Research Professor Marcia Guttentag, College II Psychology, is in the process of organizing a Center for evaluation and policy analysis. The Center will in the future offer undergraduate and graduate training related to evaluation and policy analysis. Students will use the techniques of evaluation learned at the Center for on-site evaluations of social and educational programs, and thereby compile data for the analysis of social and urban policies.

3. Study of Religion Program The College II Study of Religion Program now has two full-time faculty members. This provides the program with a solid foundation and allows for a more stable and complete program of curricular offerings.

4. Option C -- The Core Curriculum The core curriculum proposed by Dean Steamer was approved by the College II Senate as Option C. Students within the College now have three different curricular patterns (tracks) to select from in planning their program of study. Option C curriculum attempts to strengthen students' basic skills and to broaden their horizons in the liberal arts.





A Commission on the Core Curriculum was established by the Senate (in response to the minority report of the Curriculum Committee) to study different forms of general education for the liberal arts and to present several coherent curriculum proposals to the College for further study and possible adoption during 1975-76.

5. College Orientation Project Although COP, begun as a College II program, is now a University-wide project, College II faculty and staff once again actively supported it by offering core city students workshops in which they could participate, briefing sessions on the nature and purpose of undergraduate education, and the opportunity to visit classes in session.

The kinds of experiences provided the students and their enthusiastic responses confirm once again the value of this program for all participants.

6. Freshman Year Review Committee The Committee charged with review of the freshman program has proposed and will sponsor a one-credit course which will provide orientation in an academic context for all mid-year incoming freshmen. The formal class meetings will be open to all students but discussion sections will be limited to students enrolled for credit. The Committee was also instrumental in establishing a team of 20 faculty members who will serve as special Freshman Advisers in 1975-76, after having completed a series of informational meetings and briefing sessions during the spring and summer of 1975.

#### Advising and Tutorial Affairs

An Adjunct Network for Basic Skills instruction was begun this year as a pilot program in the Social Science area. A program was designed in order to equip students with the specific study skills necessary to complete successfully the introductory courses in which they were enrolled. In addition to small group seminars with a skills specialist and student tutors, individual tutorial meetings were scheduled at least once a week.

If funds are made available by the Fund for the Improvement of Post Secondary Education, NEW, the Adjunct Network will develop an integrated program in Basic Skills instruction in five academic areas. The Network will form Adjunct Teams which will include a faculty member, undergraduate tutors and a skills specialist. These teams will be attached to introductory courses.



## ANTHROPOLOGY DEPARTMENT

Stuart Berde, Ph.D., Assistant Professor: Ph.D. dissertation completed. "Melanesians as Methodists: Economy and Marriage on a Papua New Guinea Island." Paper given at Amer. Anthro. Assoc. Meeting in New Orleans 11/27/73: "History, Christ and Canoes"; Paper presented at Northeastern Anthro. Assoc. Meeting in Worcester: "Who Takes The Blame?--Cultural Rationalizations for Exchanges Failures." Work in progress: "Melanesian Peoples located in the Milne Bay Area, Papua New Guinea."

Golamreza Fazel, Ph.D., Assistant Professor: Review of Reinhold Löffler's "The National Integration of Boir Ahmad" in Iranian Studies (forthcoming). Papers presented: "The Economic Bases of Political Leadership Among Pastoral Nomads: the Case of the Boyr Ahmad Tribe of Southwest Iran." Delivered to Amer. Anthro. Assoc.; "The Impact of the National System of Education Upon the Nomadic Societies in Iran." Presented to Soc. for Applied Anthro. Work in progress: "Exogamy, Polygyny and Successional Conflicts Among the Middle Eastern Nomads"; "The Institution of Kar-chaq-kun or Cultural Brokers Among the Boyr Ahmad"; "Social, Ecological and Demographic Effects of the Settlement of Nomads in Iran."

Michael Gibbons, Jr., Ph.D., Assistant Professor: Ph.D. dissertation completed. "Some Anatomical and Quantitative Approaches to the Evolution of Hominid Speech Generation Potential." Reviews in: American Notes and Queries; Library Journal. Publication: "The Evolution of Hominid Speech." Dissertation Abstracts International, Vol. 35, No. 7. In preparation: "The Phyletic Position of Oreopithecus." Referee for Prentice Hall on S.I. Rosen's "Introduction to the Primates." Professional talks: "Human Speech Generation Potential and Its Relation to Orthodontic Problems" presented to Univ. of Penn.; "Current Theories in Primate Evolution" delivered to Peabody Museum of Natural History. An expedition in search of Primate fossil bearing localities into an unsurveyed portion of the Big Horn Basin. This preliminary survey was sufficiently successful to warrant planning a full summer field season for 1975.

David Landy, Ph.D., Professor and Chairman: Paper presented to Amer. Anthro. Assoc: "Concepts and Theories of the Healer's Role." Completed preliminary work for book on medical anthropology. Refereed manuscript: "Man-Child: Introduction to Cultural Anthropology" by Wallace and Kemper. Reappointed for third two-year term to the journal Behavioral Science Manuscript Review Committee.

Charles M. Nelson, Ph.D., Assistant Professor: Papers presented at Cambridge Archaeology Seminars: "The Concept of Style in Relationship to the Evolution of Cultural Behavior;" "Can the Concept of Style be Applied to Lithic Analysis," by Ruth Tringham (Discussant); "Archaeological Epistemologies and Ideologies." Commentator on the archaeological significance of the Boston Harbor Islands on a four hour cruise of the Islands sponsored by the Boston Harbor Associates.

## ART DEPARTMENT

Ruth Butler, Ph.D., Associate Professor: Completed book Western Sculpture, Definitions of Man. Paper presented at MIT symposium "The Political Sculpture of Francois Rude." Work in progress: organizing material for a book for Prentice-Hall in "Artists in Perspective" series.



Bates Lowry, Ph.D., Professor and Chairman: Founded Dunlap Society to broaden and encourage the awareness and study of American Art.

#### BIOLOGY DEPARTMENT

Ruth Bennett, Ph.D., Associate Professor: Two manuscripts in preparation: "Sodium and Lithium Movements in Cockroach Nerve Cords," "Na<sup>+</sup> Activity of Insect Blood."

Lorraine Larison, Ph.D., Reviews: "Darwin and His Critics" in American Scientist; "On Being a Woman in Science" in The Observer. Genetics text for non-science majors, for Wadsworth Publishing. Book, The Society of Life: A Natural History of the Cell for the New York Times (Book Division).

Martha R. Matteo, Ph.D., Associate Professor: Invited participant in "Third International Conference on Isozymes" at Yale. Publication by Academic Press: "Biochemical Characterization of Esterase Isozymes of the Marine Snail, Littorina littorea." Awarded matching funds grant from NSF for Instructional Equipment (\$7,200) for the Nantucket Field Station.

David Policansky, Ph.D., Assistant Professor: Paper published "Sex Ratio, Meiotic Drive and Group Selection in Drosophila pseudoobscura" in American Naturalist. Invited seminars: May apple work, Harvard; Drosophila, Florida State University.

Walter Rosen, Ph.D., Professor: Linnean Society Symposium on "Biology of the Male Gamete" London; Reviewer for Science; Grant reviewer for NSF; Editorial Consultant for Biology text being published by Holt, Reinhart, Winston.

John H. Schultz, Ph.D., Associate Professor: A grant proposal was generated and sent to NSF for the purpose of supporting a year-round undergraduate teaching and research program in environmental sciences to be offered during the academic year on Nantucket Island.

Claire Van Ummersen, Ph.D., Associate Professor: Wrote and submitted contract proposal to HEW, Food and Drug Administration. Approved for funding. Attended conference on the Biological Effects of Non-ionizing Radiation sponsored by The New York Academy of Sciences. Review in Journal of Microwave Power. Evaluated project proposal for Radiological Health Research and Training Grant Review Committee, Bureau of Radiological Health, HEW.

Nevin Weaver, Ph.D., Professor and Chairman: Publication: "Control of Dimorphism in the Female Honeybee. Two Methods of Rearing Larvae in the Laboratory and of Preserving Royal Jelly." J. Apic. Res. 13(1):3-14. Continued research on pheromoneallomone interactions among social insects. Editorial Board, Journal of Agricultural Research.

H. Garrison Wilkes, Ph.D., Associate Professor: Paper presented at meeting of Soc. for Economic Botany: "Ethnographic Data in Studying Introgressive Hybridization in Mexican Cornfields." Monthly trips to Washington, D.C. for the National Research Council of the National Academy of Sciences. Reviewer: NSF proposals; papers for Economic Botany and Evolution. Grant awarded: Hybridization and the Genetic Structure of Maize Fields in Mexico and Guatemala - funded. Invited as a speaker at the Symposium "The importance of mutation, polyploidy and introgressive hybridization in the evolution of cultivated plants" by the Acad. of Sciences of the USSR at International Botanical Congress, Leningrad.





## CLASSICS DEPARTMENT

Harold Gotoff, Ph.D., Associate Professor and Chairman: Article, "Tibullus Nunc Levis Est Tractanda Venus" was accepted by Harvard Studies. In progress: Final draft of a stylistic commentary on Cicero's pro Archia. Book on Ciceronian Prose Style.

George Koniaris, Ph.D., Professor: Finishing critical edition of Maximus Tyrius.

Blaise Nagy, Ph.D., Assistant Professor: A five pg. article, "A Note On Hellenistic Orthography," accepted for publication by Classical Philology. Review of Dennis Proctor's Hannibal's March in History in American Classical Review. A 14-page article currently under consideration by Greek, Roman, Byzantine Studies and a 7-page article is about to be submitted to The Harvard Theological Review.

Frank Nisetich, Ph.D., Assistant Professor: Article, "Olympian 1. 8-11, An Epinician Metaphor," in Vol. 79 of Harvard Studies in Classical Philology. Won the Chase Going Woodhouse Poetry Contest. Winning poem "Turlough House" publ. in Red Fox Review. Poem, "Teton Changes" publ. in Living Wilderness.

## ENGLISH DEPARTMENT

Martha Collins, Ph.D., Assistant Professor: "The Self-Conscious Poet: The Case of William Collins" publ. by English Literary History. In progress: Rev. of essay on Henry James; Res. on Harriet H. Robinson, 19th C. Amer. writer and feminist, some of whose letters came into my possession. Research on Willa Cather. Cont'd. rev. of "The Care and Feeding of Living Things" (poetry manuscript).

Mary Doyle Curran, Ph.D., Professor: Novel "The Root and the Branch," 1 chapter publ. in Mass. Review. In progress: Article, "Ireland Revisited," Short stories "The Holyokers".

Philip Finkelpearl, Ph.D., Professor and Chairman: In progress: Book on the Elizabethan dramatists, Beaumont and Fletcher.

Susan Horton, Ph.D., Assistant Professor: Work in progress: Rev. of dissertation to be publ. by Columbia Univ. Press, a 250-p. Dickens manuscript. Grant proposal for a new Dickens project.

Emerson Marks, Ph.D., Professor: Review: Wallace Jackson, Immediacy: the Development of a Critical Concept from Addison to Coleridge. (1973) in The Scriblerian, VI (Spring 1974), 96. Article, "Sainte-Beuve's Portraiture," L'Esprit Createur (Spring 1974).

Margaret McGavran, Ph.D., Assistant Professor: Article, "Transcending the Domestic Sphere," in Men, Women, And Issues in American History, ed. by Howard Quint and Milton Cantor.

Shaun O'Connell, Ph.D., Associate Professor: Nine reviews in the following journals: Sunday Herald Traveler, Los Angeles Times, The Mass. Review.





Alvin Ryan, Ph.D., Professor: In progress: Two scholarly projects: "How do we assess the religious vision, the theological or doctrinal assumptions of a literary artist?"; "Attempt to define the nature of the religious vision or perspective in Robert Frost's poetry."

Cornelia Veenendaal, Ph.D. in progress, Assistant Professor: Book, TRANS-SIBERIAN RAILWAY pub. by Coop. Press, Alice James Books.

#### FRENCH DEPARTMENT

Jean Collignon, Agrégation, Professor and Chairman: Book review on The Novels of François Mauriac, by J.E. Flower in the Romanic Review, Vol. LXIVm No. 4, Nov. 1973. Wrote the planning document of the French Dept. College II in the Fall of 1973.

Jeanne Grillet, Doctorate 3rd cycle, Assistant Professor: "The Patois Situation in France" in Anthro. Linguistics, Indiana Univ. Work in Progress: Glossary of Chomsky's terminology. Etude des variétés du Français régional, sponsored by the Centre National de Recherche Scientifique. "Le Français-Landais" in the Journal of Societe des Professeurs de Français en Amerique, Fall 74.

Rodney Harris, Ph.D., Assistant Professor: "The English Translations of Césaire's Theater" in Cahiers césairiens, spring, 1974. Paper presented at Northeastern Mod. Lang. Assoc. mtg., "Role of the Dramatist in French and English-speaking West Africa." Completed bibliography of works on Aimé Césaire for Cabeen: Critical Bibliography of Twentieth Century French Literature.

Michel Philip, Agrégation, Professor: Short story published in Minuit; Review in Quinzaine Littéraire: 1789, Les Emblemes de la Raison, by Jean Starobinski. Review of Lectures de Lautrémont in May-June issue of Revue d'Histoire Littéraire de la France.

Georges Michel Sarotte, Doctorat d'Etat, Assistant Professor: Dissertation accepted for publication by Editions Flammarion (Paris) in condensed form: "Etat-es-Lettres et Science Humaines." Article on Jack London in Revue Littéraire-Europe.

Brian Thompson, Ph.D., Assistant Professor: Paper presented at mtg. of the Malraux Society in St. Louis: "Oedipus Revisited: The Image of Blindness in Malraux's Novels." Trans. paper "Distinctive Elements of Peasant Culture in the Romanian Popular Ballad," by Adrian Fochi in Redgrave Press. Critique of the Festival of Kertalg in Chanson. Interview in Chanson "Jean-Roger Caussimon: un coeur pur."

#### HISTORY DEPARTMENT

Paul Boller, Ph.D., Professor: American Transcendentalism, 1830-60: An Intellectual Inquiry, pub. G.P. Putnam's Sons, 1974. Chapter on Changing Religious Views in Eighteenth-Century America for a book, edited by Howard Quint and Milton Cantor, pub. George A. Dorsey Company.

Paul Bookbinder, Ph.D., Assistant Professor: Paper "The Crime of Being: The German Legal System and the Extermination of the Jews" published in the Proceedings of Hebrew Colleges' Conference. Article dealing with the "Influence of Italian Fascism or Wimar Germans" in the March issue of Italian Quarterly.



Clive Foss, Ph.D., Assistant Professor: Publications: "Byzantine and Turkish Ephesus" submitted to Austrian Academy of Sciences. "Greek Sling Bullets in the Ashmolean Museum" in Journal of Hellenic Studies. "The Destruction of Cardis in 616 and the Value of Evidence" submitted to the Austrian Byzantine Yearbook. "The Persians in Asia Minor and the End of Antiquity" in English Historical Review. Grants awarded: Visiting fellowship to Dumbarton Oaks Research Institute. Grant-in-aid from Amer. Council of Learned Societies.

Frances Hoffman, Ph.D., Assistant Professor: Monograph in Michael, published by the University of Tel-Aviv. Commissioned to prepare an article for a Festschrift to honor Alexander Altmann.

Michael McCahill, Ph.D., Assistant Professor: Book on the House of Lords in the late 18th century submitted to the Oxford University Press. An article on the peerage's involvement in the industrial revolution is being prepared for The Business History Review.

William Percy, Ph.D., Book review for Speculum. In progress: Western Civilization Text coauthored with Edward W. Fox of Cornell for McGraw Hill. Africa and the West, acknowledged by author in Preface (Berkshire Studies in History).

Louis Ruchames, Ph.D., Professor: Biography of Louis Ruchames in The Writers Directory, 1974-75, pub. by St. Martin's Press, and in Community Leaders and Noteworthy Americans, pub. by Amer. Biographical Institute. Review of The Political Status of the Negro in the Age of FDR, by Ralph J. Bunche, ed. Dorothy W. Grantham, in Journal of Amer. History. Article "Mordecai Manuel Noah and Early American Zionism," in Amer. Jewish Historical Soc. Quarterly. Chairman, program committee, of the Annual Mtg. of the Amer. Jewish Historical Soc.

Lester Segal, Ph.D., Associate Professor: Publication: "Abbe Lenglet du Fresnoy: The Treason of a Cleric in 18th Century France," in Studies on Voltaire and the Eighteenth Century, ed. Theodore Besterman, CXVI, 1973.

Marshall S. Shatz, Ph.D., Associate Professor: Review in Amer. Historical Review. In press: Review of Arthur Lehning, ed., Archives Bakounine, Vol. IV (Archiv fur Sozialgeschichte, Bonn). Review of Michael Confino, Violence dans la Violence (Canadian-American Slavic Studies, Pittsburgh). Review of Arthur Lehning, From Buonarroti to Bakunin (Canadian-American Slavic Studies, Pittsburgh). In progress: Signposts: A Collection of Articles on the Russian Intelligentsia, trans. and ed. (with Prof. Judith Zimmerman). Rev. of book edition of a work previously serialized in Canadian Slavic Studies (Montreal). "The Young Bakunin," a biographical study of Michael Bakunin. "Soviet Dissent in Historical Perspective," a short book tracing the roots of contemporary Soviet protest and dissent back to the 18th Century.

#### MATHEMATICS DEPARTMENT

Bernice Auslander, Ph.D., Associate Professor: Completed paper: "Reckoning the Radical" with Colin Godfrey. In progress: Precalculus text, suitable for self-paced or traditional teaching methods, Academic Press and Scott Foresman. Invited addresses: Queens University, Mathematics Colloquium, "Some Results in the Theory of Brauer Groups," Amer. Math. Soc. "Equal Opportunity, Special Privilege, or Fair Redress," in Cambridge, Mass. "International Congress of Mathematicians, Vancouver, B.C., "A Variation on the Self-Paced Method of Teaching Elementary Mathematics." Referee for Transactions of Amer. Math. Soc., Pacific Journal of Mathematics.





Ethan Bolker, Ph.D., Professor: Publication: First Year Calculus (co-authored with Joseph Kitchen), Addison Wesley, Reading, Mass. In press: "Cont'd. Fractions and Pell's Equation," Amer. Math. Monthly; "Simplicial Geometries and Transportation Polytopes," Journal for Combinatorial Theory. Papers presented: Amer. Math. Soc. Annual Mtg., San Francisco; International Congress of Math., Vancouver.

Ernest Elyash, Ph.D., Associate Professor: Research: continuing work with Naval Underwater Systems Center, New London, Conn.

Matthew Gaffney, Ph.D., Professor: The annotated bibliography of expository literature in mathematics prepared for the Conference Board of the Math. Sciences is now being expanded for publication by the Math. Assoc. of America. Progress on expository papers which I think will be of interest to two and four-year college teachers. Tentative titles for three are: "A Preview of the Gauss-Bonnet Theorem for Calculus Students," "Basic Trigonometry and the Interaction of Plane Geometry with Spherical Geometry," "The Chevalier de Mere, Pascal, and the Number e."

Colin Godfrey, Ph.D., Assistant Professor: Ph.D. thesis completed, "Ideals of Orbits of Nilpotent Lie Algebras." 2 papers in press. Paper presented at the January mtg. of the Amer. Math. Soc. in San Francisco.

Victor Miller, M.A. Instructor: Ph.D. thesis completed. Papers in press: "Integer points on elliptic curves," "The arithmetic growth of points on curves of positive genus," "Generators of the Hecke Ring," "The p-adic L-series associated with a modular form," (with B. Mazur). Ph.D. thesis: "Diophantine and p-adic analysis of elliptic curves and modular forms." Attended the Amer. Math. Soc. summer institute and discussed p-adic L-series of modular forms in an informal seminar.

Helen Skala-Kowalski, Ph.D., Assistant Professor: Publications: "An alternative method to avoid the set-theoretic antinomies," Zeitschrift f. Logik u. Grund. d. Math. "Ein alternative Methode, die Mengen-theoretische Paradoxien zu vermeiden" Anzeiger, Ost. Akadem. d. Wissenschaften. Chaired session on Logic and Foundations at January AMS mtg. Papers presented: "The Set-theoretic Antinomies" at AMS.

Taffee Tanimoto, Ph.D., Professor: Presented papers: "Real Representatives of Samples" at Amer. Math. Soc., San Francisco. "Determination of Distributions" at International Congress of Mathematicians, Vancouver. Reviewed several elementary textbooks.

Dennis Wortman, Ph.D., Assistant Professor: Publications: "Some Results Concerning the Maximal Ideal Space of  $H^{\infty}$ ", Abstracts of Communications, International Congress of Mathematicians, Vancouver. Refereed a paper by M. Weiss, pub. in Proceedings of the Amer. Math. Soc. Research: Cont'd. research on the function algebraic properties of the Banach Algebra  $H^{\infty}$ . Research supported in part by a Faculty Growth Grant.

#### POLITICAL ECONOMY DEPARTMENT

Charles Betsey, M.A., Instructor: Ph.D. in progress. In press: Research with Howard Wachtel: "Dual Labor Market Theory: An Empirical Investigation." Faculty Research Grant: Investigation of experience-earnings relationships for inner-city Boston residents.



- Louis Esposito, Ph.D., Associate Professor: Publications: "Excess Capacity and Market Structure," The Review of Economics and Statistics, Vol. 56, No. 2, (with Frances F. Esposito). Abstracts: Journal of Economic Literature, Vol. 11, No. 4, - abstract of "The Impact of Liquidity on Merger Activity," The Quarterly Review of Economics and Business. Submitted for Possible Publication: "Determinants of Executive Compensation: A Comment" (with Frances F. Esposito) to Southern Economic Journal. Consulting: Office of Research and Statistics, Social Security Administration, paper entitled "Financing Social Security: A Review and Analysis of Bills Submitted to the 93rd Congress."
- Monique P. Garrity, Ph.D., Associate Professor: Publication: "The Multinational Corporation in Extractive Industries-A Case Study of Reynolds Haitian Mine", pub. by the Univ. of West Indies Press. Paper presented: "The Implication of EEC Enlargement for African Trade and Development." Award: Fulbright Lectureship - University of Dakar.
- Laurence Shute, Ph. D., Assistant Professor: Books: The Social Economics of J.M. Clark, Book of Readings in the History of Economic Thought. Articles: "J.M. Clark and Social Control," "The Economics of Overhead Costs--after 50 years," "Human Behavior and Economic Theory."
- Raymond Torto, Ph.D., Assistant Professor and Chairman: Books: The Rich Get Richer and the Rest Pay Taxes: A Massachusetts Tax Primer, Mass. Public Finance Project, (with J. Chapman and E. Sclar). Introduction to Economics Workbook. Holbrook Press. Boston, Mass., (with H. Wolozin and J. Tillman). An Economic Profile of Lynn, Massachusetts, published by Lynn Economic Opportunity, Inc. (with F. Moynihan). Seven articles in professional journals. Grants: Principal Co-Investigator (with E. Sclar), Mass. Pub. Finance Project. Granter: OEO, \$96,000.
- Harold Wolozin, Ph.D., Professor: Publications: Energy and the Environment, The Economics of Pollution, General Learning Press. Domestic Economic Problems, with R. G. Torto, Holbrook Press. "Toward a Political Economy of Markets," Journal of Economic Issues.

#### POLITICS DEPARTMENT

- Paul Beard, Ph.D., Assistant Professor: Ph.D. Dissertation, Bureaucratic Politics and Weapons Innovation, awarded Columbia Univ. Bancroft Dissertation Award. Includes publication of the dissertation by Columbia University Press. Manuscript on Congressional Ethics undergoing continuing revisions for the Brookings Institution. Member of a Panel on "The President and the Professionals" at mtg. of the New England Political Science Association.
- Arnold Beichman, Ph.D., Associate Professor: Book: Nine Lies About America, pub. in hardcover in England by Alcove Press and widely reviewed. Article: "The Conservative Research Department: the Care and Feeding of Future British Political Elites," in Journal of British Studies. Numerous articles in professional journals. Panelist, APSA Convention, New Orleans. Lecturer, U.S. Information Service. Many book reviews for the Christian Science Monitor and Boston Globe.





George Goodwin, Jr., Ph.D. Professor and Chairman: In progress: Introductory text in American Politics for Scott, Foresman. Reviews in Polity and American Journal of Pol. Science. Member of Editorial Board of Polity. Member of Regional Congressional Fellowship Interviewing Panel for the Amer. Pol. Sci. Assoc.

Thomas R. Kanza, M.A., Diploma les Hautes Etudes Internacionales, Associate Professor: Articles: "Uganda 1973" and "Nigeria 1973" in Encyclopaedia Collier's, MacMillan, New York. Rev. ed. of Evolution and Revolution in Africa, pub. by Schenkman Publis. Co., Cambridge. Submitted for pub., "The impact of Multinational Corporations in Zaire." As a Senior Associate Member of St. Anthony's College, Oxford (Eng.) I presented two papers: "Political Leadership in Africa," "The OAU: Reality or Myth."

Diane Paul, Ph.D., Assistant Professor: Ph.D. dissertation completed. "The Politics of the Property Tax," monograph pub. by Mass. Public Finance Project, April '74.

Primo Vannicelli, Ph.D., Assistant Professor: Publication: Italy, NATO, and the European Community: The Interplay of Foreign Policy and Domestic Politics, pub. by the Center for International Affairs, Harvard Univ.







## PSYCHOLOGY DEPARTMENT

Lois Biener, Ph.D., Assistant Professor: In April chaired a symposium at EPA on "Psychological Factors which Maintain Sex Role Stereotypes." Member of a four-person research team known as the Committee on Academic Renewal sponsored by the Society for the Psychological Study of Social Issues. Awarded a research grant of about \$5000 by NIMH for research proposal: "The Persuasive Power of Discrepant Minorities."

Milton Kotelchuck, Ph.D., Assistant Professor: Papers published: Kotelchuck, Zelazo, Kagan and Spelke, "Infant reactions to parental separations when left with familiar and unfamiliar adults," in J. Genetic Psychology; Lester, Kotelchuck, Spelke, Sellers and Klien, "Separation Protest in Guatemalan Infants: Cross Cultural and Cognitive Findings," in Developmental Psychology (1974). In press: Ross, Kotelchuck, Kagan and Zelazo, "Separation Protest in Home and Laboratory," in Developmental Psychology.

Bernard Kramer, Ph.D., Professor and Chairman: Article: "Day Care: A Phase of Partial Hospitalization," in Treating Mental Illness by Freedman and Kaplan; "Locational Process: Guidelines for Locating Mental Health Services," by Holton, Kramer and New in Community Mental Health J. Associate Editor for Journal of Health and Social Behavior. Organized and chaired the session entitled "Environment of a College: The Case of UMass/Boston," at September 1974 meeting of the New England Social Psychology Association.

Joan H. Liem, Ph.D., Assistant Professor: Article: "Effects of Verbal Communications of Parents and Children," in J. of Consulting and Clinical Psychology (1974). Research in Progress: family role relationships and their effects on the role choices of adolescent daughters.

Samuel Osherson, Ph.D., Assistant Professor: Research in Progress: role of personality and effective processes in learning and the relation of cognitive development to educational theory and practice.

## PROGRAM IN THE STUDY OF RELIGION

Richard Horsley, Ph.D., Assistant Professor and Chairman: Development of Program in Religious Studies.

## RUSSIAN DEPARTMENT

John Dick, Ph.D., Assistant Professor and Chairman: Ph.D. dissertation completed, entitled, Comparison of the Adjective and Adverb in Contemporary Standard Polish. Presented paper at American Association of Teachers of Slavic and East European Languages convention. Fourteen-page summary of dissertation to be used in book on comparison to be published by Polish Academy of Sciences (only contribution by a foreigner).

Joseph Manson, Ph.D., Associate Professor: Reviews in Books Abroad. Translation: P. Bicelli, "Chekhov." (Kennikat Press, 1974). Public seminar on "Solzhenitsyn as Prophet," for Harvard Christian Fellowship. Consultant: Russian Grammar Project (Columbia University).



SOCIOLOGY DEPARTMENT

- Harry Brill, Ph.D., Associate Professor: In progress: Book, When Clients Are Captives. Member of research team to study competency based programs in higher education.
- Lawrence Kamara, Ph.D., Assistant Professor: Ph.D. dissertation to be published by Gemini Village Publishers.
- Richard Kronish, Ph.D., Assistant Professor: Ph.D. dissertation completed, "The Dominance of the Major Petroleum Companies: State Intervention into the Petroleum Industry." Article "Coming of the Energy Crisis" in Socialist Revolution. Book reviews in "Race and Ethnicity in the Working Class" pub. by Radical America.
- Ellen F. Richards, Ph.D., Lecturer: Marc Fried et al, The World of the Urban Working Class. Cambridge, Mass.: Harv. Univ. Press. Marc Fried and Ellen Fitzgerald, "Family and Community Life in the Working Class," in Studies in Public Welfare.
- Howard J. Rotblat, Ph.D., Assistant Professor: Papers presented: "Entrepreneurial Attitudes, Occupation and the Role of Values in Bazaar Development," at 7th annual mtg. of the Mid. East Studies Assoc. Program Chmn for the mtg. of the Soc. for Iranian Studies. Guest lecture on social change in an Iranian provincial bazaar, given to a grad. level course at Harv. Univ.
- Nancy St. John, Ed.D., Associate Professor: School Desegregation: Outcomes for Children, pub. by John F. Wiley Interscience. "The Contribution of Cross-Racial Friendship to Minority Group Achievement in Desegregated Classrooms" in Sociometry. "Race and Social Structure of the Elementary Classroom" in Sociology of Education. Book review of The School Bus Stops Here in The American Educational Review Journal.
- Sharon Stichter, Ph.D., Assistant Professor: Paper presented "Peripheral Capitalism and the Working Class: The Rise of Trade Unionism in Kenya, 1945-1952" to the conf. of Afric. Studies Assoc. of the United Kingdom, Liverpool. Work in progress: Reviews for the J. of Modern African Studies. "Africa and the Labor Aristocracy". Rev. Ph.D. thesis: Labor and National Dev. in Colonial Kenya. Paper presented: Conf. on the Political Economy of Kenya, 1929-1952, Trinity College, Camb. Univ.
- Robert Weiss, Ph.D., Professor and Chairman: Publications: Loneliness, MIT Press. Foreword to Not Alone with Cancer, by Ruth Abrams. "The single parent," with Hugh Heclo, Martin Rein, and Lee Rainwater. "The contributions of an organization of single parents to the well-being of its members," Family Coordinator. "Mental health implications of the organization of the large scale physical environment," in A Handbook of Human Service Organizations. Papers presented at the International Sociological Assoc., Toronto; Conference at U/Mass/Amherst, Dept. of Psychology. Professional Responsibilities: Associate editor, Social Problems; Associate editor, Man and Environment.
- Gordon Zahn, Ph.D., Professor: Publications: Chapter in The German Church Struggle and the Holocaust; F. Littel and H. Locke eds. Foreword to Render Unto God by Thomas Shannon. Articles in Commonweal, America. Book reviews in Sociological Analysis, The New Republic, America, Commonweal, Religious Education. Series of lectures at Washington Univ, Holy Cross, Colorado College. Currently participant in International Laws of Warfare Symposium conducted by the Justice and Peace Div. of the U.S. Catholic Conf. in Washington, D.C.







## SPANISH DEPARTMENT

James Ryan, Ph.D., Professor: In progress: book about Spanish masterpieces for Ungar. Publ. Co.

Maria Concepcion Zardoya, Ph.D. Professor: Publications: Book. Poesía española del siglo XX. Article "Los espejos de Federico García Lorca" in Federico García Lorca. Article "La imagen de la sangre en la poesia de Miguel Hernandez" in Revista de Occidente. Poems: "Oda y elegia a Pablo Neruda" (Sin Nombre); "El rio" (Azor); "El canto de los pajaros" (Sin Nombre). Poem accepted for publication by Mester: "El corazón y la sombra." Paper presented at Symposium at Mt. Holyoke College "Imagen de Espana en la poesia de Luis Cernuda". Criticism: "Poesía española de la Postguerra"; "Ser, espacio y tiempo en las Rimas de Bécquer". Poetry: "Poemas de Manhattan" and "El corazón y la sombra".

## THEATRE ARTS DEPARTMENT

Robert Evans, Ph.D., Associate Professor and Chairman: Sabbatical project a book based on doctoral thesis, John Toland and the English Revolution, 1688-1714.

Louis E. Roberts, Ph.D., Associate Professor: Rev. translation of LOS ALBANILES for production and production notes for publication completed. Collaboration in Report on Censorship for the Institute of Latin American theatre. 13 reviews of Boston theatrical scene for NER. Considerable research at the request of Odyssey Press for a proposed work on early theatre of the Americas.

William Roberts; C.F.A., Assistant Professor: Theatre Crafts Book of Costume (Ed. Theatre Crafts Books, Emmaus, Pa.). First draft completed of play, THE BALLAD of MAD JOHN - about John Randolph of Roanoke. Two screenplays - one based on a story by G.T. Huntington, MY MOTHER DANCING--the other an original, THE SHELL GAME.



OFFICE OF THE DEAN, COLLEGE II

Edwin Gittleman, Ph.D., Associate Professor and Associate Dean/Faculty: Consulting designer and Principal Investigator (i.e. administrative supervisor) for a \$31,684 grant awarded to College II by the National Endowment for the Humanities. "Jefferson's 'Slave Narrative': The Declaration of Independence as a Literary Text," in Early American Literature, VIII. Continuing study of the fiction of Isaac Bashevis Singer, about whom I have already published 3 essays as chapters in books dealing with critical views of his fiction. In progress: Book-length project on "The Meaning of Form in Selected Works of American Literature."

Robert J. Steamer, Ph.D., Professor and Dean: Articles: "The Supreme Court, 1973-74," "The Presidency," "Women's Liberation," "Watergate" in World Topics Yearbook. Book Reviews: "Justices and Presidents," Henry J. Abraham; "The Rights We Have," Osmond K. Fraenkel; "Dossier: The Secret Files They Keep On You," Aryeh Neier, in Choice. "The Judicial Mind Revisited," Glendon Schubert, in Perspective. Manuscript Evaluations: "Emergency Detention: The Generation Gap, 1950-1971," The Western Political Quarterly; "The Supreme Court and Environmental Decision Making," Journal of Politics, May 1974; "Separation of Powers and Checks and Balances: The Delicate Balance Between Republican Liberty and Power," Polity.



Annual Report, College III  
1974-1975

The College of Public and Community Service (CPCS) is the third college at the Boston Campus of the University of Massachusetts. CPCS which enrolled its first class in 1973, represents the University's commitment to addressing urban problems through the integration of the liberal arts and career training and to the development of innovative methods of delivering educational services.

Competency is the ability to do something: to paint a portrait, solve a problem, assist a client, write a poem, analyze a neighborhood or lead a group. In a competency-based curriculum students are certified to possess the skills, knowledge, values and attitudes necessary to perform such tasks competently. Education is focused not on taking courses, but on learning and demonstrating competencies.

Since the curriculum at the College of Public and Community Service is competency-based, students are awarded the Bachelor of Arts degree not by accumulating course credits but by demonstrating a variety of competencies deemed crucial to careers in public and community service.

Competency-based education differs from conventional course credit systems in several ways. First, you may demonstrate a competency regardless of how you learned it. This frees you to learn in your own style(s) and in a variety of settings. Courses, fieldwork, on the job training, workshops, programs in other institutions, family environments -- all provide resources for learning competencies. Second, you may demonstrate a competency regardless of when you learned it. Since it does not matter how a competency is learned, you may apply skills and knowledge acquired in the past through work experience, schooling, childbearing, travel or any other occasion of past learning. Third, you may progress at your own pace. It is not necessary to remain in the College for a given length of time. Fourth, you may plan your program to meet your own goals. Many competencies allow you to apply skills in a variety of ways. The degree requirements allow you to choose competencies from among a range of areas. With this flexibility, you may shape a learning plan which brings together competencies central to your own life interests and career objectives. Finally, you can succeed without competing against others. One is certified for competency by meeting standards of performance specified in advance, not by necessarily performing better than other people.

Today, several colleges around the country are beginning competency-based bachelor degree programs, drawing the interest and support of students, educators and educational agencies. CPCS is part of this nation-wide trend and shares with these institutions the excitement and promise, as well as the hard work and frustration, that accompanies this effort to create a more humane and effective approach to education.



While sharing this effort with others, CPCS is unique in applying competency-based education to its larger mission: to serve working adults who seek careers in public and community service. The competencies emphasize skills needed to promote change and effectiveness in human service work. Students are encouraged to use skills learned prior to enrollment and to find learning resources in public agencies and local neighborhoods. With its flexibility and its focus on "the ability to do", a competency-based curriculum is well suited to the mission of the College.

The curriculum of the College is decidedly interdisciplinary. It is structured around problem areas rather than traditional academic disciplines, with an emphasis on field experience. Each of the College's seven curriculum centers has its own certificate(s), a certain number of which must be earned by students to acquire a B.A. degree. The seven centers are: Essential Skills (which focuses on writing, speaking, reading, and mathematics); three general learning centers (Cultural Studies, Individual and Society, and Institutions); and three professional career centers (Housing and Community Development, Human Growth and Development, and Legal Education Services). The College also maintains an Office of Cooperative Education to coordinate work-related educational training for students. In addition, two special programs are provided for first-year students: an Assessment/Advising Program, and a Foundation Curriculum.

#### Curriculum Center Certificates

To date, the College offers fourteen different certificates through the seven curriculum centers. A description of the certificates follows:

Cultural Studies: Two certificates in American values and cultural comparison. The first requires an understanding of the nature and origins of American value systems and their impact on the individual. The second examines the ability to understand and compare the attitudes and practices of differing socio-cultural groups, either American or foreign.

Essential Skills: Three certificates in writing and speaking, reading and mathematics. The writing and speaking certificate encompasses advocacy, analysis, communication of personal feelings and/or experiences, and communication of technical career knowledge to both a professional and general audience. The reading certificate deals with the ability to "pre-read" a book to determine its value, make use of libraries and other research sources, read materials encountered for the first time, and to comprehend and judge written texts. The mathematics certificate includes competencies in basic and business mathematics, algebra and statistics.

Housing and Community Development: One career certificate in housing which is divided into three parts. The first comprises certain basic competencies in the housing field, including knowledge of terminology and concepts, human needs and the housing environment, different career roles, and the overall housing system. The second part consists of a number of competencies in four professional career areas (advocacy, management, development, and public service in a housing agency). A student seeking







this certificate deals with a student's ability to work on a concrete housing problem. Another certificate in community development will be offered in the future.

Human Growth and Development: One career certificate including general competencies encompassing stages of human development, interviewing and counseling, systems of human service delivery, and the dynamics of families and their functions. The remaining competencies to be earned require work in one of several specialities: early childhood, developmental disabilities, and preparation for graduate school in social work and psychology.

Individual and Society: Three certificates -- communication, role and identity, group membership, and introduction to small groups. The theme of all three certificates is the study of the individual in relation to other people. The communication certificate centers around the individual as a sender and receiver of various "messages" and "signals" while dealing with people. The role, identity and group membership certificate addresses the individual as fulfilling various roles (such as worker, parent, student) and as possessing certain group memberships (such as sex, class, race or ethnicity). The introduction to small groups certificate focuses on the individual as a member of small groups in which members are psychologically aware of each other's existence and have some face-to-face interaction.

Institutions: Three certificates in social change, political economy, and management. The social change certificate concentrates on community and interest group organization and tactics, research and analytical skills in a neighborhood field setting, and electoral politics. The certificate in political economy focuses on analysis of power, political conflict, the economics of families and individuals, American economic institutions and alternatives, local economic data and research, plus traditional economic theory. The management certificate covers major areas of public and organizational administration, including decision-making processes, legal and administrative strategies to change organizational behavior, managerial problem-solving, program development, budgeting and grant development.

Legal Education Services: One career certificate in law, made up of six parts. The first five parts consist of basic competencies grouped under different areas of study (legal institutions, fact-finding methods, legal rules and their use, dispute resolution, and law and value). These competencies stress knowledge of the workings of the legal system (the processes of legislating, administering, and adjudicating the law) and crucial skills necessary for effective participation in it (interviewing, investigation, legal reasoning, statutory research, negotiation, and advocacy). The sixth part of the certificate allows for a choice of competencies ranging from advanced study of topics introduced in the first five parts to focus on a particular substantive area of the law chosen by a student as a possible career field (for example, housing, juvenile, welfare or criminal law).



It is also interesting to note that the Legal Education Services Center has plans for the coming year to begin its own clinic (or law firm) which will involve both faculty and students. Attorneys in the clinic will be drawn from the Center faculty, and supplemented with attorneys from outside agencies such as the Boston Legal Assistance Project. It will specialize in the rights of debtors and in personal bankruptcy matters, and it will deal only with clients with incomes below set Federal poverty levels. The clinic will be located in the building housing the College and the Downtown Campus (100 Arlington St.).

Students working in the clinic will perform two kinds of functions. Some will work as law workers (often called para-legals), improving and using their legal skills for clients, and increasing their responsibility as their skills increase. Others will work in the administration of the clinic, thereby providing both continuity and stability in the functioning of the office while developing skills in management, grant development and other related areas. Although the clinic will start slowly in the Fall, taking only a few cases at a time, it will offer students paid opportunities to work in a carefully supervised field setting at various stages of their educational development in the College.

In sum, the clinic should fulfill four goals:

- To provide controlled field supervision sites for students. Students will be able to work toward competencies in the law certificate, and to learn generally how to work in a law firm situation.
- Students working in the clinic will acquire work experience which will increase their marketability upon graduation. The clinic will experiment with different ways of using law workers or para-legals, and will bring these experiments to the attention of lawyers around the city. The purpose is to demonstrate to the Bar new ways of employing more law workers in the delivery of legal services, thus enhancing the job market for students graduating from the College.
- To provide legal service for clients most in need of them.

#### Office of Cooperative Education

Central to the competency-based system being developed at CPCS is exposure to practical experience. To build a program encompassing field experience education, the College, in the Spring of 1973, established an Office of Cooperative Education and charged it with the following missions: To form, monitor, and administer a variety of cooperative relationships with public and private service agencies in Greater Boston area which provide crucial field work instruction and training for students; to assist in developing individual learning plans that facilitate acquisition of competencies through learning activities and performance demonstration; and to coordinate the College's career development, vocational counseling,



Many field placement agencies have displayed a strong receptivity to CPCS's competency-based curriculum and to cooperation with the College as a means of improving service delivery by providing relevant education for employees. Many have shown an interest in job mobility for their employee-students, with their concern focused on development of career ladders and lattices within the agency. Numerous placements have involved the appointment of agency coordinators and work supervisors for students' learning activities. In some, but not all cases, the involvement of agency personnel has been facilitated by stipends or honorari for those most directly involved. Often, agencies have donated the time of their personnel; for those that don't, OCE, has explored various means by which agency personnel can become more substantively recognized for their contributions to the educational process, e.g., through offering free enrollment in courses taught at the University.

Students, as well, have been keenly interested in applying practical experience to the learning process (particularly since so many have had considerable work experience and are currently employed). In retrospect, the sum total of students involved in the four field placement categories during the College's first year encompassed about a third of the student body. This year, OCE has helped increase this number of approximately half of the students enrolled. In fiscal 1976, the College recognizing the value of practicums in field settings, will devote faculty resources to direct teaching in field settings. The law clinic represents the attempt of the Legal Center in this effort.

#### Assessment/Advising and Foundation Curriculum

During the current school year, CPCS has initiated two new special programs for first-year students: an assessment and advising program and a foundation curriculum. The primary goal of the Assessment program is to identify and evaluate, within a relatively short period of time, those competencies which the student has upon entry. To this end, the Assessment program concentrates on assisting new students to understand the organizational and curricular structure of the College and to relate their past and present life/work experiences (knowledge and skills) to the certificates. In addition, students, with the assistance of Assessment staff, are required to design an individual learning plan (both short and long range) for progressing through the College. Thus the secondary goal of the Assessment program is focused on the development of overall planning skills and realistic goal-setting techniques. The Foundation Curriculum introduces students to the liberal arts through instruction focused on competencies and certificates of the three general learning centers and the Essential Skills Center.

#### Academic Advising

The system of providing academic advising to students has proved as essential to the well-being of the College as it has changed and evolved over the past year and a half. Advising has basically been the responsibility of faculty and staff, each of whom is responsible for





between six and fifteen students. Advisors work primarily with students on an individual basis and less often through group planning seminars. Given the unusual nature of the curriculum and the students who have been recruited, advising has actually become a more in-depth process than at more traditional schools.

### Prior Work and Learning Assessment

The idea of a competency-based curriculum has attracted many students to the College since the College's program enables its students to apply knowledge and skills acquired through past experiences (life and work) toward the attainment of competencies. The College grants the B.A. degree on the basis of demonstrated competence, whether such competence was gained at CPCS or elsewhere. Many students who enroll bring with them a wealth of experiential learning.

In order to evaluate competencies students have upon admission, an individualized assessment program as part of the entry and orientation process for beginning students. A pilot program was conducted with 25 of 41 students who entered the College in February, 1974, and a much smaller project for housewives and secretaries was held in July, 1974. In the Fall, guided by a team of faculty and staff from throughout the College, CPCS launched a major new program of prior work and learning assessment geared primarily to new students (although it was open to continuing students as well). In brief, this program acquaints students with the College and its competency-based certificate program, assists them in identifying competencies they have upon entry and in compiling necessary material on data for the evaluation of these competencies, and teaches students planning skills necessary for the development of individual learning plans.

With more than 250 incoming students having gone through the assessment program this year, Assessment has been identified as an important element of the curriculum. Students completing the Assessment Program are progressing through the College at a much faster rate and with significantly fewer problems than students who entered prior to the development of Assessment and who did not take it when offered.

### Foundations

Problems, Perspectives, Disciplines: The Foundation Curriculum, or "Foundations", was designed to provide a general introduction to liberal arts content and taught by Institutions, Individual and Society, and Culture. Specifically, Foundation's goal is to provide a bridge or transition to college level work by

1. emphasizing reading, writing, simple computation and critical thinking skills;
2. teaching the language and concepts of academic disciplines such as psychology, sociology, literature, politics, government, and philosophy;





3. complementing technical, career-specific training with critical overview of past and present urban problems.

Historical readings and illustrative case materials focused on metropolitan Boston whenever possible, and students were encouraged to test analyses and conclusions of researchers and critics against their own experiences of life in the Boston area. The course was taught by a team of faculty all of whom participated in the planning and evaluation processes. Students met in small discussion sections twice a week. Once a week, faculty and various guests presented formal lectures which were open to the University community.

Foundations began in week seven of Fall semester and continued through the year, with new students entering in January. The course was divided into three sections -- I. Community; II. Identity: What Makes Us Human; and III. Politics, Power and Decision-Making. In the first section formal lectures were on such topics as "How the City Grew", "Neighborhood Research Methodologies", and "Growing Up in Boston and Nearby". The second section began with Renais film "Night and Fog" followed by a lecture by Robert Coles entitled "Redefining Ourselves Post World War II". Later lectures took up the theme of "choice" as crucial to human identity; in the final section, students learned theoretical concepts of democratic decision-making which they tested against case materials describing the distribution of power in a contemporary urban setting.

#### Diversity of Students

Diversity is a fundamental goal of any community of learning. It certainly is one which the College has pursued in recruiting and admitting its initial student body. Such diversity requires not only a variety of learning experiences but also open access for a heterogeneous mix of students and dedication to the idea that all members of a community have distinct contributions to make to one another. An urban college -- committed to the challenge of public service -- must, then, draw its students from many different segments of the population to assure broad representation and understanding of an essentially complex metropolitan region. Provision of unique educational opportunities for a cross section of area residents is beneficial alone, yet it also enriches the institution by drawing the urban experience into the College itself. The major obstacle faced by CPCS in its admission process has been its attempt to encourage the Central Admission Office to broaden its recruitment process beyond the high schools. CPCS has focused on selecting a student body which is but a microcosm of the urban community to which the larger University addresses itself.

With this perspective, CPCS first opened its doors in October, 1973 with an enrollment of 289 students. In early February, 1974, another 41 students were added. During the current academic year, 215 students began study in September, with another 40 beginning in January, 1975. It is anticipated that student enrollment will gradually increase until it



reaches approximately 1,500 in 1980. In its developmental years, a steadily expanding yet relatively small student body will allow CPCS to offer comprehensive programs without creating problems related to rapid growth -- a "critical mass" of experienced and dedicated students, who should prove vital in forging so young an institution into stability and focus.

Some statistics now available confirm CPCS's claim to an unusual but diverse student body. To be sure, the attrition rate which commonly accompanies any new and developing college has meant some students have departed, but diversity remains. This is illustrated in the student profile which follows:



	<u>October 73</u>	<u>February 74</u>	<u>September 74</u>	<u>Total</u>
<u>Age:</u>				
Under 21	18 ( 6%)	6 (15%)	15 ( 7%)	39 ( 7%)
21-25	83 (29%)	14 (34%)	73 (34%)	170 (31%)
30	73 (25%)	9 (22%)	47 (22%)	129 (24%)
31-35	40 (14%)	2 ( 5%)	30 (14%)	72 (13%)
Over 35	75 (26%)	10 (24%)	50 (23%)	135 (25%)
<u>Sex:</u>				
Male	130 (45%)	21 (51%)	70 (33%)	221 (41%)
Female	159 (55%)	20 (49%)	145 (67%)	324 (59%)
<u>Marital Status</u>				
Single	133 (46%)	22 (54%)	106 (49%)	261 (48%)
Married	107 (37%)	14 (34%)	74 (34%)	195 (36%)
Divorced	32 (11%)	5 (12%)	23 (11%)	60 (11%)
Separated	11 ( 4%)	0	9 ( 4%)	20 ( 4%)
Widowed	6 ( 2%)	0	3 ( 2%)	9 ( 2%)
<u>Employment Status</u>				
Full Time	214 (74%)	20 (49%)	163 (76%)	397 (73%)
Part Time	25 ( 9%)	7 (17%)	9 ( 4%)	41 ( 8%)
Not Employed	50 (17%)	14 (34%)	43 (20%)	107 (20%)
<u>Education:</u>				
High School	245 (85%)	37 (90%)	196 (91%)	478 (88%)
College	20 ( 7%)	4 (10%)	18 ( 8%)	42 ( 8%)
No Diploma	24 ( 8%)	0	1 ( 1%)	25 ( 5%)
Completed some				
College	201 (70%)	24 (58%)	126 (59%)	351 (64%)
No College	88 (30%)	17 (42%)	89 (41%)	194 (36%)
<u>Ethnic Origin</u>				
Black	105 (36%)	14 (34%)	53 (25%)	172 (32%)
Spanish				
Surname	19 ( 7%)	4 (10%)	7 ( 3%)	30 ( 6%)
White	160 (55%)	23 (56%)	155 (72%)	338 (62%)
Oriental	5 ( 2%)	0	0	5 ( 1%)
<u>Military Service</u>				
Veteran	56 (19%)	9 (22%)	30 (14%)	95 (17%)
No Service	233 (81%)	32 (78%)	185 (86%)	450 (83%)
<u>Total Student Body</u>				
	289 (100%)	41 (100%)	215 (100%)	545 (100%)



## Advisory Committee

In the College's Annual Report for 1974 Fiscal Year the following was stated:

"Evaluation of the competency-based curriculum as it evolves during the College's growth years will demand the energies of everyone at CPCS. Indeed, one of the nine stated goals for CPCS is 'to foster within the College itself a capacity for institutional change and ongoing reassessment'. Put another way, this goal implies development of a College as competent to be evaluated in the performance of its overall objectives as students are certified to be competent in particular areas of learning. Focus on competency requires no less."

As one consequence of this goal to assure critical self-analysis within the College, the Chancellor (in cooperation with the President of the University and the Dean) established an Advisory Committee for CPCS in the early Spring of this year. The Committee was given the charge to

"review the efforts of the College to achieve its goals, offer suggestions for program development and implementation, and serve as a forum for the exploration of new curricular and administrative innovations . . . [plus] . . . share with the College their experience with similar programs throughout the country . . . ."

In short, this Committee will serve in an advisory capacity to the College and will bring to it the knowledge and experience of several national experts in competency-based education as well as interested members of the University faculty.

The Committee will be an important asset to CPCS as it continues to address major issues of innovation within the University. CPCS is fortunate to have as the Committee Chairperson, Alan Altshuler, former Secretary of Transportation, and now a Professor of Political Science at M.I.T. Other members of the Committee include: Ruth Bennet, Professor of Biology (College I); Marcia Guttentag, Professor of Psychology (College II), Harold Hodgkinson, Director, National Institute of Education, U.S. Office of Education; Morris Keeton, Vice Chancellor and Provost, Antioch College; Toye Lewis, Senior Service Bureau, Research Group, Boston University; and Sister Joel Reed, President, Alverno College.

## Graduates

Five students of the College were graduated in May, 1975. The graduates represent the diversity of the student body, as shown in the brief profiles below:





Mrs. Ilene Weinberg, 48, of 33 Sun Hill Lane, Newton describes herself as a "happy Jewish mother." She's happy that her son Richard was graduated with his M.D. from the Johns Hopkins Medical School last week and her son Donald will be graduating from Harvard College on June 12. Meanwhile, she is one of the five first graduates of CPCS. Previously she had worked with children at the Fernald School in Waltham and decided two years ago to return to school. She chose the new, experimental College of Public and Community Service, and "I learned what to do with the knowledge I gained," she says. She plans to work in a public service agency and enthusiastically adds, "I may take on law school next year."

Herbert Fothergill, 52, Chief of the Chelsea Fire Department and the Deputy Chief of the Department, William Capistran, 55.

Paul Bright, 31, was a student at UMass/Boston eight years ago and dropped out to work as a musician and to do work with drug addicts. He has also worked in settlement houses and lately has been working with the Planning Office of Thompson's Academy, the school off the shores of the Harbor Campus.

#### Student Affairs

In December the College was able to appoint, for the first time, an Assistant Dean for Student Affairs. During the year efforts have been undertaken to improve communications among students and faculty, to develop a student peer counseling and advising system, to secure adequate services for students in the downtown location and during evening hours, and to bring to the attention of the University unmet needs of CPCS students. Severe reductions in the budget for 1975-76 will necessitate the virtual elimination of all student support activities, a major blow to a developing institution.

#### Administrative Reform

One of the missions undertaken by the College has been the development of personnel policies which reflect the equity necessary to employ and reward both highly qualified and competent practitioners and academicians who serve the student body and the University in unique ways beyond the scope of the definition currently defined in University policies. To date these efforts have been unsuccessful and additionally complicated by the abolition of merit pay increases, annual salary increases, long term contracts and salary adjustments. An experimental effort in higher education, highly dependent on low salaried new employees, is severely stifled by personnel and salary policies of the type currently in the University of Massachusetts system.



### Grant Activities

In 1974-75 the College continued to be recognized as an important part of experimental efforts in higher education. The College was the recipient of a \$119,000 grant from the Fund for the Improvement of Post Secondary Education to support its efforts in Assessment and competency curriculum development. This grant was renewed for 1975-76 for \$64,000. The College was one of only 82 institutions receiving FIPSE grants in 1974-75, a distinction which has given strong impetus to its efforts. The College has also received grants of \$30,000 and \$40,000 in support of its field education efforts from the Office of Cooperative Education, Division of Cooperative Education.

### New Staff

During 1974-75 the College made two significant appointments in the areas of Curriculum and Instructional Development. Coit Butler and Arlene Fingeret joined the College in January and have quickly engaged the faculty and staff in a thorough review of the curriculum which addressess and clarifies the major curriculum and organizational issues of the College. In addition considerable research has been undertaken to improve the techniques for evaluating competencies, as well as instruction.

Mrs. Sarah Curry commuted from New York, where she is the assistant to the director of the Department of Economic Development of the National Urban League. A lifelong "compulsive learner" she had sufficient "competencies" in the College of Public and Community Service to complete requirements in one year. She has previously been a Community Fellow at MIT, her colleagues describe her as an intellectual and as bright a new minted coin. Her husband died a year ago, and she has been bringing up three children 18, 15, and 12, who will be at graduation.



Barbara Buchanan

University of Massachusetts representative on  
Council on Higher Education

Appointed Board Member, W.I.N.W.E.R.S.

Recipient of the Alumnae Award, Wells College  
June 6, 1975

Aili S. Chin

Member of National Advisory Council on ESATT-TV  
Project of WTTW, Chicago for School Desegregation  
and Tension Reduction Series 1974-76

Member of Ad Hoc Committee on Ethnicity, Boston,  
formerly as Advisory Council of Ethnicity to  
Secretary of Educational Affairs, Commonwealth  
of Massachusetts

Research Contract with the National Museum of Man,  
Ottawa, Canada, for July and August, 1975, to  
conduct research on the cultural identity of the  
Chinese community in Montreal in bi-cultural setting

Philip S. Hart

"Toward Social Graphics Approaches to Jury Selection  
and Representative Problems", published under  
Project 532 with Bureau of Social Science Research,  
Inc. May, 1975

Testimony as expert witness in statistical decision-  
theory in Suffolk County jury challenge cases

Economic planning consultant for CDC of Boston  
industrial park project. This is a 29-acre, \$12  
million project which has just received \$150,000  
EDA grant for feasibility study

Executive Producer of two half-hour films: We  
Learn by Love, about St. Joseph Community School  
in Roxbury; and Effects of Business Leadership  
Training

Problems in Organizational Renewal (Ph.D. dissertation,  
Michigan State University, Sociology Dept., 1974,  
250 pp.

Michael Greene

Themes In the Christian History of Central Africa,  
reviewed in Review of Books and Religion, May, 1975.



Nancy Hoffman

"Teaching Change: Education to Reform the Cities",  
Working Papers for a New Society, p. 27-43, Summer, '75

Rockefeller Foundation Humanities Fellowship for  
1975-76

Awarded by City-Wide Education Coalition for help  
in Desegregation Effort in September, '74

David A. Smith

Senate Resolution 1819 - development finance  
legislation

Grant from CCED to study the relationship between  
public sector spending and neighborhood development

Michael Stone

"South End Tax Assessments and Mark R. Goldweitz",  
April '75

Tenants First: A Research and Organizing Guide to  
FHA Housing, (Co-author with Emily Achtenberg)  
Cambridge: Urban Planning Aid, Inc., 1974

Grant awarded for use in 75-76, Tenants Education  
and Training Program, Title I, HEA

Public/Community: Assistance to a number of local  
and regional groups around rent control and other  
issues





Annual Report, College IV  
1974-1975

SUMMARY

Major Developments During 1974-75

Program Approvals

In September 1974 the Trustees of the University of Massachusetts approved the recommendation of the Dean that the new College of Professional Studies begin its development with a program in Management that would open in September, 1975.

In June, 1975 the Massachusetts Board of Higher Education authorized the implementation of the Management Program.

Faculty Development

Nine persons were selected from among approximately 800 applicants to constitute a core faculty and planning team for the Management Program.

Program Planning

The University made available special funds to permit the Management faculty to begin planning the curriculum during the the Spring of 1975 and also to work full-time on the program during the Summer of 1975.

The College established cooperative relationships with the other Colleges of UM/B which resulted in a joint planning effort with four departments and agreement that these departments would offer parts of the freshman program in the College of Professional Studies on an experimental basis.

Students and Admissions

The College made a first attempt to enroll students according to the proposed "New Directions" admissions policy which contains the goal of enrolling an academically talented student body that is broadly representative of the population of the Boston metropolitan area.

The College received over 1000 applicants for the 250 places available at the freshman and transfer levels in September, 1975.

Inter-Institutional Cooperation

The College began to develop cooperative relationships with other institutions of higher education in the Boston area and took the first steps toward establishing a precedent-setting joint program with the College of Business Administration at Northeastern University.

Relations with Business and Government

A special committee of representatives from business and government worked with the staff of the College to help plan the new Management Program.



## Initial Priorities for 1975-76

### Faculty Development

Recruitment of additional faculty members in Management will be a major concern of the College during the coming academic year.

The establishment of a small planning unit for the second program in the College will be undertaken.

### Students and Admissions

The College plans to initiate a much more active program of outreach with regard to potential students than was possible during 1974-75. In addition to continuing our efforts to reach college-oriented graduates of high schools and community colleges, we will attempt to make contact with students less traditionally inclined to seek baccalaureate degrees in Management, especially older persons, women, and persons from minority groups and disadvantaged backgrounds.

### Program Planning

Planning activities within the Management Program will center on the development of curricula at the sophomore and senior levels, both of which will be implemented in the Fall of 1976. The faculty will also be engaged in a longer term examination of curriculum possibilities in Management pointing toward a revised basic curriculum in the Fall of 1977.

The College will be planning for the opening of an evening program in September, 1976.

The College will be giving major attention to the development of program activities in the areas of counseling, advising, field work, and placement.

The College will develop its recommendations regarding the second program to be developed, pointing toward the initiation of program activity in September, 1977.

### Inter-Institutional Cooperation

The College will continue its efforts to develop cooperative relationships with other Colleges and Universities in the Boston area, with particular emphasis on coordination with community colleges and the extension of contacts with the private sector.

### Relations with Business and Government

A major priority during 1975-76 will be the extension of the College's relationships with business and government in the Boston area, and particularly the development of a program of field work opportunities for Management students during 1976-77.



## ANNUAL REPORT

### Background: The College of Professional Studies

The College of Professional Studies is one of four colleges of the University of Massachusetts at Boston.\* The idea for a college focused on professional education was first developed in the report of a campus-wide planning committee in April, 1973, which proposed that the fourth college offer undergraduate and graduate degree programs in a number of career areas, including Management, Urban Technology, Mass Communications, Architecture and Urban Design, and Community Health. The planning committee conceived the College as an innovative approach to professional education for several reasons:

The College would bring together in a single academic unit professional fields normally located in separate-purpose schools, thereby maximizing opportunities for joint programs and interdisciplinary studies.

The College would be responsible for both the professional and general education of its students, thereby bringing the liberal arts into a more meaningful relationship with career-related studies.

The College would seek to provide opportunities for persons traditionally underrepresented in professional programs, especially minorities and females.

In keeping with the diversity with its students, the College would adopt flexible forms in terms of time, place and manner of instruction.

The Board of Trustees of the University of Massachusetts reviewed the proposal for the College of Professional Studies in July, 1973 and authorized the campus to initiate a search for a dean who would be charged with organizing the further development of the College. The search for a dean took most of the academic year 1973-74; Dr. Richard Freeland was appointed in June, 1974.

### The Management Idea

During the summer of 1974 the Dean reviewed the initial plans for the five programs to be developed in the College of Professional Studies and undertook additional analyses of the advantages and disadvantages of beginning new programs in each area. In August, 1974 he submitted a report to the University's Trustees recommending that the College open in September, 1975 with a single undergraduate program in the field of Management. The Program would be intended to prepare students for entry level administrative and managerial positions in profit making and non-profit institutions. An attempt would be made to develop a useful balance between the development

\*The other three Colleges are: College I and College II, both comprehensive Arts and Sciences Colleges, and The College of Public and Community Service (College III).





of general management and problem-solving skills and the development of specialized skills needed to gain employment immediately after graduation. The Dean recommended that programs in the other professional fields identified for development in the College and graduate programs be added on a staggered basis according to further planning and program reviews.

The Dean's report proposed that the new Management Program in the College of Professional Studies include elements from the fields of Business Administration, Public Administration/Public Affairs, Planning, Management Sciences. The plan for an integrated program in Management combining these fields was influenced by several developments affecting managers of modern institutions. First, as public agencies have grown into large, complex organizations, the problems associated with their administration have become markedly similar to those found in private industry. Second, as industry has become increasingly sensitive to its social and political environment, the task of managing a private business has taken on dimensions traditionally associated with government. Third, the development of modern techniques for management and planning has caused managers in many large institutions to depend on a common core of ideas and methods. Finally, careers of administrators increasingly involve movement between private and public institutions. All these developments have made the traditional academic divisions between preparation for careers in business and careers in government less meaningful.

Academic programs have increasingly come to reflect the convergence of managerial life in different kinds of institutions. The Dean's report analyzed the historical development of the academic fields of Business Administration, Public Administration/Public Affairs, Planning, and Management Science, and came to several conclusions that suggested the value of integrating elements of all four fields in a new Management curriculum:

The fields of Business, Public Affairs, Management Science and Planning have all converged around a common core of skills and areas of knowledge that provide the intellectual basis for an integrated program. Specifically, all these fields depend upon the social and behavioral sciences and their application to the study of institutions and the environments of institutions; all draw on similar methodologies in quantitative analysis and the uses of the computer.

The different intellectual roots and institutional histories of these four fields have caused them to develop different emphases and strengths that would render an integrated program intellectually richer and professionally more useful than programs specialized in any one of the four areas. In particular, programs in business administration have developed highly sophisticated approaches to the internal management of institutions, while programs in public affairs and planning have developed greater emphasis on the relationship of institutions to complex social and political environments.





The development of an integrated program would maximize the theoretical and analytic content of instruction in these fields, limit development of specialized courses, and provide students with a highly transferable and versatile set of skills. Such a program would avoid one of the most widely publicized aspects of professional programs: the proliferation of highly specific and technical courses that contribute little to the undergraduate's general intellectual development.

With an integrated program it will still be possible -- and very important -- to provide students with the limited amount of specialization that will be important to them in beginning professional careers. Thus, a core program in Management common to all students could be followed by more specialized work oriented towards particular kinds of institutions or particular functions within institutions.

The Dean's report also emphasized the importance of incorporating in the Management Program new ideas that have emerged from recent critiques of professionally oriented higher education. Among the most important of these ideas are:

The need for greater emphasis on value considerations associated with different kinds of institutions and individual roles within institutions, including consideration of the question of client definition and the concept of client-professional relationships.

The need for emphasis on human relations in all types of institutions, and the likelihood that administrative effectiveness will increasingly depend on the ability to achieve cooperation among individuals rather than to give orders to individuals.

The need to structure and integrate more fully the relationship of the liberal arts and sciences to practical situations, to build the linkages between theory and application through increased use of field situations, simulations, and case studies.

The need for greater emphasis on greater inter-disciplinary work and the importance of cooperation among specialized fields.

The need for greater flexibility in terms of paths through programs of professional education and in terms of the kinds of students enrolled in professional programs.

On the basis of the Dean's report the Trustees of the University approved the concept of the Management Program as the first step in the development in the College of Professional Studies and authorized the Dean to initiate a program of planning, including faculty recruitment and admission of students, designed to open the new program in September, 1975. The Massachusetts Board of Higher Education also approved the proposed new program.



## The Management Faculty

An academic program is only as good as its faculty. More important than careful plans, course designs, or the use of the latest technology in determining the quality of any new curriculum is the quality and commitment of the people who come to teach in it. For this reason, the recruitment of a core faculty for the College of Professional Studies was the major priority of the planning year and took the largest part of the time of the College's staff.

The College was authorized to hire an initial faculty of 10 persons. For these 10 positions, the College received approximately 800 applications. From October, 1974 through March, 1975, the staff of the College reviewed vitae, checked references, and conducted interviews of the applicants. The result, in the Spring of 1975, was the appointment of 9 persons to key positions on the initial faculty of the Management Program. The 9 are:

GUNTHER S. BOROSCHEK	Education: Ph.D. Harvard University, 1967
Professor	M.S. Harvard University, 1966
Organizational Behavior	M.S. Cornell University, 1963

Dr. Boroschek has spent most of his academic career in Chile, where he taught Organizational Behavior at both the National University and the Catholic University. At the latter institution he assumed responsibility for developing the Organizational Behavior Program. Dr. Boroschek joined the faculty at the University of Wisconsin Graduate School of Business in 1974. He has published a variety of monographs and reports on industrial behavior as well as a three volume anthology of Social Psychology. His most recent research is concerned with worker participation in management.

KENT J. CHABOTAR	Education: Ph.D. Syracuse University, 1973
Associate Professor	M.P.A. Syracuse University, 1969
Public Administration	B.A. St. Francis College, 1968

After earning his doctorate from the Maxwell School, Dr. Chabotar taught at Michigan State University, where he also served as coordinator of Public Administration Programs. His research and consulting activities have focused on the evaluation of training programs and on educational accountability; he has published several reports and articles in these fields.

STEVEN ERIKSEN	Education: M.B.A. Boston University, 1972
Instructor	A.B.D. Massachusetts Institute
Quantitative Methods	of Technology

A student of both business and operations research, Steven Eriksen brings to the Management Program a strong awareness of the managerial applications of quantitative methods. His current research is concerned with the application of optimization techniques to problems of airline



management. For the past 3 years, while completing his degree, he has been teaching statistics in the Economics Department of College II at UM/B.

PEARSON HUNT	Education: D.C.S. Harvard University, 1939
Professor	M.B.A. Harvard University, 1933
Finance and Accounting	Ph.D. Yale University, 1930

For the past thirty-five years, Dr. Hunt has taught Finance and Banking at the Harvard Business School. On leaves and vacations during this period, he has carried on a wide range of activities, serving as an advisor to educational institutions, industries, and governments in the United States and several foreign countries. Dr. Hunt has written numerous articles and his text on business finance is the most widely-used book ever published in its field.

HERBERT LYKEN	Education: M.B.A. Harvard University, 1951
Associate Professor	B.S. Suffolk University, 1948
Finance	

Mr. Lyken has spent most of his career in industry and government in the Boston area. He was a Commercial Loan Officer with the Small Business Administration for ten years. More recently he has held positions with the John Hancock Life Insurance Company, Raytheon Company, and most recently he was Manager of the Planning and Staff Services at the Polaroid Corporation. In addition, he has taught for several years in the College of Business Administration at Suffolk University, and in 1969-70 he spent a year at the Harvard Business School where he developed an admissions program for minority students.

PETER J. McCLURE	Education: D.B.A. Indiana University, 1966
Professor	M.B.A. Indiana University, 1950
Marketing	

Dr. McClure has been a Professor of Marketing at California State College, Fullerton for two years. Prior to that time he was a member of the faculty of Business Administration at Boston University. Dr. McClure's major interests have been in the areas of teaching and curriculum development. He recently completed a postdoctoral program in higher education at U.C.L.A. Dr. McClure has published several articles in the fields of Marketing and Consumer Behavior.

MARY NEWMAN	Education: B.A. Swarthmore College, 1930
Distinguished Senior Lecturer	
Public Affairs	

Mary Newman has been an active participant in public affairs in Massachusetts for the past 25 years. She was elected to the Massachusetts Legislature as a representative from Cambridge in 1953 and served in that capacity with a short break until 1968. In 1968, when





state government was reorganized into ten Secretariats, she was appointed Secretary of Manpower Affairs by Governor Francis Sargent. For the next four years she was the highest ranking woman in Massachusetts state government.

JOAN C. TONN  
Assistant Professor  
Organizational Psychology

Education: Ph.D. University of Michigan, 1973  
B.A. University of Minnesota, 1967

Dr. Tonn came to UMass/Boston as a Staff Associate in the Office of Educational Planning in 1972, and in 1973 became the Assistant Director of that Office. During her three years at UM/B, Dr. Tonn has worked on a variety of planning and research tasks related to the development of the institution; she participated in the planning that led to the establishment of the College of Professional Studies. Her scholarly interests have been focused on the interaction of institutions with their environments.

ROBERT E. WEGNER  
Associate Professor  
Public Administration

Education: M.B.A. Columbia University, 1966  
A.B.D. New York University

A student of both business and public administration, Mr. Wegner has spent several years working on the development of an integrated Management Program at the University of Regina in Saskatchewan, Canada. His published works include a prize winning review essay in the Public Administration Review and a Reader in Public Management.

### The Management Program

The charge to the new faculty was challenging: to create a new approach to undergraduate management education for a program to begin in September, 1975. Special funds were made available to the College to enable the new faculty members to begin planning during the Spring of 1975 and to join the College on a full-time basis during the Summer. In addition, members of the Arts and Science faculties of Colleges I and II received released time from their regular work to assist in planning the new curriculum.

As a result of these planning efforts, the College developed an initial program at two levels: a Freshman Program and a Transfer Program.

The Program for Freshmen Students entering the Management Program at the freshmen level in September, 1975 will enroll in an integrated, four-part curriculum designed to achieve the following goals:

to help students develop an overview of the occupational and institutional world for which they are preparing

to introduce students to the academic disciplines of the University, and particularly to the disciplines that will be important at later stages in the Program





to introduce students to the idea of management and the functions of managers

to help students develop basic intellectual skills that will be important in subsequent academic work and in professional life, with special focus on the two basic forms of communication in management: the English language and quantitative analysis

Courses in the Freshman Program will be taught by members of the Management faculty and the Arts and Sciences faculties of Colleges I and II.

In the Fall Semester 1975, the Freshman Program will include the following courses:

The Liberal Arts and the World of Work 4 credits

This course is designed to inform students in broad terms about the world of work they plan to enter: the social functions of work, the organizational settings in which work takes place, the different forms of work and the values attached to work. The course will also introduce students to the conceptual and disciplinary tools they will encounter at later stages in the program. This course will be taught by a team of faculty from several fields in the social sciences and the humanities. Planning for the course is being coordinated by Dr. Francis L. Broderick of the Department of History, College I.

Communications 4 credits

This course, meeting in small sections, will introduce students to the importance of effective communication in both their careers and their personal lives. Taught by members of the English Departments of Colleges I and II, the course will provide intensive practice in writing and speaking, as well as emphasizing critical thinking, reading, and listening. Planning for the course is being coordinated by Dr. Joseph L. Tribble of the Department of English, College I.

Quantitative Methods 4 credits

This course will introduce students to basic quantitative ideas and tools that are an important part of their general education and will be useful in understanding, describing, and solving problems they will encounter later in the Management Program and in their careers. The course will include a review of algebra, followed by topics from the mathematics of finance and finite mathematics. An introduction to the Basic computer language will be a continuing component of the course. This course will be taught by members of the Mathematics Departments of Colleges I and II. Planning is being conducted by Dr. Bernice Auslander of the Mathematics Department, College II.



This will be a first course in the functions and problems of management, designed to introduce students to the concrete world of management for which much of their subsequent course work will be designed to prepare them. This course will be planned and taught by the Management faculty.

Transfer Program The transfer program in Management is intended for students who have completed approximately two years of college-level work and are now prepared for a concentrated, two-year, baccalaureate-level program in the field of Management. The first year of this program will consist of a prescribed set of core courses that will introduce students to the major subfields of Management. In the second year of the program students will be able to concentrate their studies in one of the subfields and also to engage in a field experience.

In 1975-76, which is the initial operational year of the College of Professional Studies, only the first year of the two-year transfer program in Management will be available. Students entering the Management Program as transfers in September 1975 will enroll in four two-semester core courses, as follows:

Accounting/Finance/Budgeting Sequence: This two-semester course introduces Accounting and Financial Management in profit, non-profit, and governmental institutions. Students will be introduced to the areas of Accounting, Finance, and Budgeting for all these types of activities.

Human Resources Management Sequence:

Fall Semester: Organizations

This course will explore organizations and institutions as settings for human behavior. The course will include discussion of structure of organizations and patterns of human interactions in organizational settings.

Spring Semester: Personnel

Building on the concepts developed in the course in Organizations, this course will introduce students to the practical problems of personnel management in organizational settings.

Environmental Analysis Sequence: This is a two semester course concerned with two basic aspects of the relationship between organizations and their environments: First, the course looks at ways in which organizations observe, analyze, measure and understand the social, economic, political and legal environments in which they operate; second, the course studies ways in which organizations develop policies designed to adapt to or change their environments. This course will include an introduction to concepts of Marketing as well as to the problems of Policy Development, Program Planning, and Evaluation.



#### Management Science Sequence:

Fall Semester: Operations Research

This course covers a variety of quantitative methods that are basic tools of modern management. Included are problems from linear programming and calculus.

Spring Semester: Operations Management

In this course students will study the uses of quantitative methods in both private and public sectors. The course will be concerned with such problems as production management, inventory control, and optimization.

In addition to the basic two semester Management Science Sequence, some students may need work in Statistics if this has not been covered adequately in their lower division work. A course in Statistics will be offered during the spring semester for such students.

#### Program Planning Priorities for 1975-76

During 1975-76 the College and its faculty will undertake a number of curriculum planning efforts. The most important of these include:

The Sophomore and Senior Years in Management: Because the students enrolled at the freshman and transfer levels during 1975-76 will be moving to the sophomore and senior levels in the Fall of 1976, our first planning priority for the coming year will be to develop the Management Program at these two levels. Planning committees will be constituted with the Management faculty and will draw on the expertise available in the Colleges of the campus to design appropriate curricula. Although no detailed work has yet been done, our current thinking involves devoting a substantial portion of the sophomore year to basic disciplinary work in fields that are important to the study of Management (e.g. Economics, Sociology, Psychology, Politics, Mathematics) and to general education. The sophomore program will probably include some professionally oriented work in Management, but this will be a small component of the program. The senior year, following upon the core program taken by the juniors, will provide students with an opportunity to take specialized courses in one of a series of concentrations that will be offered in the various functional fields of Management. This year will also place heavy emphasis on field work and internship experiences for the students as well as upon an effort to integrate the diverse elements of the Management Program.

The Evening Program: The College is committed to offering an evening program in Management beginning in September, 1976. While this program will be essentially an extension of the day program, taught by the regular Management faculty as part of the normal work load, considerable planning and organizing will still be necessary to assure that students who are able to come only the evenings have access to a complete range of Management courses.





The Second Program in the College: Management is, of course, the first of several professionally oriented programs that will be developed in the College of Professional Studies. The Report which proposed the establishment of the College recommended that consideration be given to programs in the fields of Community Health, Urban Technology, Architecture and Urban Design, and Mass Communications. Developing a firm set of recommendations with regard to the establishment of a second program will be a major concern during 1975-76.

Revising the Management Curriculum: The Management faculty has committed itself to regarding the first two years of the program as basically experimental. During this time, we will be trying a variety of approaches to instruction in Management, conducting evaluation of what we are doing and exploring alternative approaches to instruction in Management. These efforts will begin during 1975-76 and continue the following year with the purpose of developing a comprehensive set of recommendations with regard to the undergraduate Management Program for implementation in the Fall of 1977.

Counseling, Advising: One of the most important functions of this (or any) College will be advising on a range of academic, professional, and personal issues. There has been much criticism of the administration of the advising function in colleges and universities in recent years and much of this criticism is justified. During the coming year, the Management faculty will make an effort to think about this part of its responsibilities in detail and develop a system that integrates the advising and counseling function more fully with the teaching function than has often been the case.

#### Students and Admissions

In 1973, as part of an overall review of academic programs at UM/B, a campus-wide planning committee called The New Directions Committee proposed a comprehensive new admissions policy for the campus that emphasized the responsibility of UM/B to serve academically able men and women from all social, economic, and ethnic communities in the Boston area. This proposal represented a departure from a more traditional admissions policy, concerned solely with academic ability measured by traditional criteria. While the Committee's recommendations are currently being debated by the campus and collegiate governance bodies, the College of Professional Studies decided to attempt to implement them on an experimental basis. Our ability to conduct the kind of outreach effort required effectively to achieve the New Directions goals was, in fact, quite limited this year but we were able to make a preliminary effort to incorporate New Directions goals in our admissions process.

Despite the limits on our ability to conduct a proper admissions effort this first year, the College was reasonably successful in attracting applicants for both the Freshman and Transfer Programs. As indicated in Table A the College received a total of 1204 applications, 627 for the Freshman Program





and 577 for the Transfer Program. Since only 125 places were available at each level, we received approximately 5 applications for each position. Considering that this is the first year of the new program, we feel quite satisfied with the response of potential students. Table B provides a breakdown of a portion of our student pool by various New Directions criteria.

TABLE A  
APPLICANT POOL

	<u>Enroll- ment Goal</u>	<u>Total # Applicants</u>	<u>Total # Accepted</u>	<u>% of Applicants Accepted</u>
Freshman Class	125			
From Reg. App. Pool		590	217	36.8
From Spec. Adm. Prg.		14	9	64.3
From UM/B		<u>23</u>	<u>14</u>	<u>60.9</u>
		627	240	
Transfer Class	125			
From UM/B		177	92	52.0
From Other Institutions		<u>400</u>	<u>162</u>	<u>40.5</u>
		577	254	
Total	<u>250</u>	<u>1204</u>	<u>494</u>	<u>41.0</u>



TABLE B  
CHARACTERISTICS OF APPLICANTS \*

Characteristic	Freshman Class		Transfer Class	
	#	%	#	%
<u>Sex</u>				
Female	107	19.5	96	24.1
Male	431	78.7	302	75.9
No Data	9	1.6	0	0
<u>Age</u>				
Birthdate 1950 or before	22	4.0	125	31.4
1951-1955	38	6.9	216	54.3
1956 or after	478	87.3	56	14.1
No Data	9	1.6	1	.2
<u>Residence</u>				
High Impact Area	60	10.9	33	8.3
Boston	134	24.4	84	21.1
Other Areas	344	62.8	281	70.6
No Data	9	1.6	0	0
<u>Race</u>				
Minority Groups: Black	23	4.2	28	7.4
Spanish				
Oriental				
No Data or Others	515	94.1	370	92.6
<u>Socio/Economic Background</u>				
<u>Town Income Distribution</u>				
40% + Bottom 2 Quintiles	291	53.1	202	50.8
30-39% "	104	19.0	77	19.3
20-29% "	78	14.2	59	14.8
0-19% "	9	1.6	4	1.0
No Data	65	11.8	56	14.7
<u>Occupational Prestige Rank</u>				
1-2	21	3.8	13	3.3
3-4	26	4.7	30	7.6
5-6	71	12.9	52	13.0
7-8	96	17.5	85	21.4
9-10	193	35.2	126	31.7
No Data	138	25.2	92	23.2

\* - Please note that figures in these charts represent only those applications coded and processed through the computer facility. Computer runs showing New Directions criteria statistics for the total applicant pool, pool of students accepted and pool of students enrolled are forthcoming.



Admissions in 1975-76 During the coming academic year the College intends to pursue vigorously its efforts to achieve the admissions goals recommended by the New Directions Committee. Our admissions program will involve efforts by both the faculty and staff of the College, in cooperation with the UM/B Admissions Office, to make contact both with traditional college going students from high schools and community colleges in the Boston area and to reach persons not traditionally oriented towards college or towards Management, especially minorities, females, persons from disadvantaged backgrounds, and older persons. The opening of the evening program should make the College much more accessible to older students.

#### Relations with Other Colleges and Universities

One of the major goals for the College of Professional Studies and the Management Program, as articulated in the 1973 Report of the New Directions Committee, was to explore possibilities for inter-institutional cooperation.

During the Fall of 1974, following Trustee approval of the Management Program, representatives of the College held exploratory discussions with a number of business schools including Babson College, Boston State College, Boston University, Massachusetts Institute of Technology, Northeastern University, Suffolk University and Tufts University. The College also participated in general discussions of the possibilities for programmatic cooperation sponsored by EABACAC, a group of private schools of business in the Boston area. These various meetings identified a variety of possible modes of cooperation between the Management Program and other institutions, and it is our intention to pursue these possibilities energetically as our own capacity to participate in cooperative arrangements develops.

One concrete example of a developing program of inter-institutional cooperation deserves special mention. We are close to final agreement with Northeastern University regarding a program through which Management students at UM/B would have access to seats in courses in the College of Business Administration at Northeastern. UM/B would compensate Northeastern on a cost-per-student-per-course basis. Such an agreement would vastly expand the programmatic options available to UM/B students without requiring the College of Professional Studies to duplicate faculty skills in all areas. We hope this model can provide the basis for a whole network of cooperative relationships between the Management Program and programs in Business and Public Administration at private institutions in the Boston area.

An area of potential cooperation in the public sector involves the College Program Sharing arrangements that are being developed in the state college system. This plan would seem to offer possibilities for cooperative arrangements between UM/B and Boston State College.

Also, we attach important to planning our development in close relationship to the community colleges, which will be a major source of our students.



We have begun work with the State Transfer Articulation Committee (STAC), an organization of administrators from Massachusetts public higher education institutions whose goals include facilitating transfers from the community colleges to the State Colleges and the University. Members of the College Staff and Faculty will be visiting the community colleges in the greater Boston area to discuss the Management Program and to explore more specifically how the Management Program can dovetail with the preparation offered to students in these two-year institutions.

Inter-Institutional Cooperating During 1975-76 Continuing our efforts in the area of inter-institutional cooperation will be a major concern during the coming academic year. We hope to work out the details of an agreement with Northeastern so that our cooperative program with them can begin in September, 1976. In addition we plan to pay special emphasis upon working out cooperative relationships with community colleges in the Boston area and to extending our contacts with baccalaureate level programs in Management in the private sector.

#### Relations With Business and Government

At every step in the development of the College of Professional Studies UM/B has been concerned with understanding the perspectives of potential employers of our graduates. One of the first steps taken by the College, following Trustee approval of the Management Program, was to constitute a Special Committee on Management Education, drawing on persons from industry and government in the Boston area. This Committee held three meetings during the Spring of 1975 and was a major source of advice to the persons responsible for planning and staffing the Management Program. Through this group we began to explore the possibility of formal agreements by which employers would provide part-time employment for students working on their undergraduate degrees and would guarantee the students jobs upon successful completion of our program. Members of the Special Committee expressed particular interest in working with us in the area of preparing minority and female students for management positions.

Recently we have contacted all the businesses involved with the Boston Schools under Phase II of Boston's desegregation plan. We have offered to support their efforts to work with the secondary schools in whatever ways possible.

Future of Relations with Business and Government We see the Special Committee as the first step in building a network of relationships with various employers in the Boston area. We envision a variety of forms that such relationships might take.

Involvement of persons from industry and government in the instructional program. Our curriculum will be oriented toward the applications of skills and knowledge in practical settings. It is important that the students be aware of the perspectives of practicing managers on the material that is being studied in our classrooms. We therefore envision





extensive use of adjunct faculty members drawn from major institutions in the Boston area. We are considering a plan in which such persons would work with full-time faculty members from our program in team-taught courses. This would minimize the burden of course planning and organization on adjunct faculty and would provide our students with opportunities to participate in ongoing dialogues between teachers and practitioners.

Involvement of students in structured and supervised field experiences. We plan to create as many situations as we can in which our students attempt to put their skills to work on practical problems. We will do some of this through the use of case studies and simulations in classroom settings. We will also place a high value on developing opportunities for our students to work in institutional settings under appropriate supervision.

Development of special training and education programs for persons working in industry. We would hope to be able to make available packages of courses that would be useful for employed persons interested in improving their skills in specific ways. Such programs might be offered either as non-credit special courses or as credit bearing modules that could ultimately be incorporated in a degree program.

Involvement of management faculty in R and D for industry and government. Many of our faculty will be interested in applications and problem solving rather than theoretical research. We would hope to be able to work with institutions in the Boston area on specific problems or issues of importance to them. Such work could provide opportunities for field work by our students.

Development of triangular relationships with industry and high schools. Some major businesses in the Boston area are beginning to work with specific high schools in a variety of ways. One part of these efforts involves the early identification of and support of students interested in working toward administrative careers. We are interested in exploring the possibility of cooperative relationships between ourselves, high schools and industry in which students could be offered assurances of a continuous educational program through the baccalaureate degree, part-time and summer employment throughout this period, and a job upon successful completion of the entire program.

Involvement of persons from industry and government in ongoing evaluation and reshaping of curriculum. Because one major purpose of our program will be to prepare students for careers, we intend to build in a capacity to plan new programs or to modify established programs in response to new perceptions of need and opportunity. We would hope to be able to involve representatives of industry and government in our processes of self-criticisms and planning.

